

Break

With apologies to Jennifer...

The educational Season has now begun and I have been having a busy and extremely enjoyable time with all sorts of invitations from various kind friends and others. Last week saw two of the highlights of this festive time and I am intending to devote most of my diary to them. Thursday night, I went to go to my "housewife's" Mr. Quince, but just opened a new salon for male clients on the second floor and as I was leaving I encountered some charming young undergraduates who had just come to have their hair styled and then split hairs fixed before going off to a house party in Scarborough.

After a leisurely lunch with one of my favourite mandarins, I dashed back home to change before going on to the cocktail party given by the National Union of Teachers at Hamilton House for all their many friends and others.

My party and I were greeted by Mrs. Elsie Clayton, the NUT president, who looked charming in mid-night blue and white, with her badge of office gleaming on her breast. After a brief welcoming speech she told us that unfortunately she had to leave early to attend another party in Waltham Forest.

The guest of honour was Mr. Frederick Mulley, the Education Secretary. He also had to leave early to go and visit a state school in the suburbs. Hounslow, I believe. Despite the heavy burden of his office, he looked most chirpy as he was ushered along by an attentive young aide.

A cold buffet had been laid out for the guests and while enjoying the delicious canapés and kebabs I caught sight of Mrs. Irene Chaplin, who always looks so handsome in her purple epe, and Sir Ashley Bramhall, both of them from the Inner London Education Authority.

I chatted to Miss Sheila Brown, the chief inspector, who looked lovely with her genuine face and in a dress of marine blue. Some of her remarks about the Master Tyndale affair were most interesting. I also spoke to Mr. Ken Wormald, the NUT solicitor, who said firmly that his union were "on the side of the goodies" as far as Master Tyndale was concerned.

Mr. Maurice Peston, the handsome professor of economics at Queen Mary College, London, was there, as was Professor Maurice

Kogan, of Brunel University. I also saw Lady Plowden, Mr. Denis Howell, the Minister for Sport, and of course all the education correspondents. Missing though was Mrs. Denis Thatcher, who has often attended in the past.

I had a word with Sir William Pile, the full distinguished-looking Permanent Secretary from the Department of Education. We talked about inflation, the sacrifices everyone will have to make, devolution, contracts of service and the student question. He really is one of the most witty and entertaining men.

Among the NUT executive members I spoke to were Mr. Walter Clayton, Mr. Alf Wilshire, the senior vice-president, Mr. John Gray, who must be congratulated on his recent success in the presidential elections, Mr. Gwyn Jones, who was in a truly ebullient mood, and the dapper Mr. Max Morris.

Mr. Morris is an old friend of mine and he told me a number of most surprising things about various government ministers, who are, or have been connected with the education service. He also told me a secret story called *The Tots*. It seems that a group of youthful underlings whose policies present an even greater threat to our society than communism.

I was glad to see Sir Edward Britton sharing a joke with a group of former colleagues and I thought he looked much fitter and more relaxed than when he retired from the general secretaryship at Easter. In contrast, Mr. Fred Jarvis, the general secretary, seemed paler, thinner, and more usual, though in the best of spirits.

The bride wore white

Friday: Spent the day at the office, typing and attending meetings. After a quick change, I met a few friends for drinks and then took a taxi to the Café Royal, where the National Association of Schoolmasters were giving a banquet to celebrate their amalgamation with the Union of Women Teachers.

The NAS have always been renowned for their hospitality, but on this occasion they surpassed themselves. We were welcomed by Mr. Terry Casey, the general secretary of the NAS, who now seems fully recovered after a sad period of ill health, and also by Miss Chris Skeavington, of the Union of Women Teachers. Miss Skeavington, whom I have encountered on several previous occasions, wore a fine white dress overprinted in blue.

At the bar I was joined by Mr. John Scott, the former NAS president, who told me things were very quiet in Ireland, at least on the educational front, and by Mr. Colin McInnes, the association's North Eastern official. Also present were Mr. John Chalk, the current NAS president, Mr. Bernard Wakefield, assistant general secretary, Mr. Joel Barnett, chief secretary to the Treasury, and Mr. Peter Sloman,



"I told you, just a hint that we're collecting for his Christmas present, and we can get away with murder."

who is the Association of Metropolitan Authorities' education officer and a noted connoisseur of English ale.

We then sat down to dinner which consisted of *oysters mignonaise au thon*, soup and escalope of turkey. This was followed by ice cream with hot black cherries, which is one of my favourite puddings, and cheese. After coffee and liqueurs had been served and the cigars passed round, toasts were proposed to the newly amalgamated unions.

Miss Skeavington reminded us that it was Advent and assured us that all her ladies were not going to be led up the garden path by the NAS. She also insisted that they were not going to be overwhelmed by their male colleagues' superior numbers, though I have to say that the shortage of ladies at the banquet was rather noticeable. I was told this was because no wives had been invited, so the 10 or 12 ladies present were all acting in their official capacities.

One of these was Miss Mayne Wright, the first president of the UWT, to whom Miss Skeavington paid particular tribute in her speech. Miss Wright was wearing a very smart, dark dress in black and beige which was much admired.

Sir William Pile gave a most amusing speech. He said he hoped the new found equality of the ladies would not encourage them in the nasty, modern habit of wearing trousers all the time. He was even more insistent that the UWT should not put Mr. Casey into petticoats. He said Mr. Casey received enough attention already.

Sir William suggested that the new, mixed union should perhaps find a better acronym than NAS/UWT, but in his reply Mr. Casey said he was not so sure and he drew attention to the Association of

Assistant Mistresses. Theirs' was an honourable title but a most unusual one. After all, Louis XV had never felt that Madame de Pompadour needed any assistants.

During the speeches the brandy came my way again—a small touch but something that one does so appreciate—and afterwards there was time for a few brief words with some of those I had not managed to speak to before dinner. Everyone agreed that the evening had been a great success. We all enjoyed ourselves immensely and I am sure the NAS and the UWT will be able to look forward to a long and fruitful partnership.

Aristides

Even the most casual reader of the press must have realized that there are people about these days who are opposed to the public schools. I believe that such establishments comprise the last bastions of all that the nation should hold dear. But there are many others who maintain that Britain will never turn the corner until the wretched places are razed to the ground.

The opponents of the public schools are always impatient with the politicians, who promise an ideal world for tomorrow before they are elected but always seem afterwards to defer it until next week. It was not surprising, therefore, that when Katherine Whitehorn collected examples of double-breasted suits, Mr. J. Power of Lancashire, Sussex, added one that he thought should not be left out.

"The Labour Party should not only have shown that they really care about equality by racking the fee-paying schools before the direct grant schools. They could also have done it by tackling the middle-class law hunters before the working-class law courses."

I could not tell from Mr. Power's letter to *The Observer* whether he was himself a true egalitarian or not. You could, of course, take his sentiments in a straightforward way and conclude that he really was a crypto-grammarian. But he was not a crypto-grammarian in the matter of schools and that he was subtly pursuing a diabolical argument that amounted to why-pick-on-us?

It does not matter either way. I merely quote Mr. Power's letter as the latest instance I have come across in what has long been a continuing debate.

I quote it here because it coincided with a unique moment in the history of English education. People get into the collar in an attack on the independent sector; but I never remember another occasion when egalitarians and elitists alike have stood together, as they have now, to deplore the passing of a private school. I refer, of course, to the school of which the retirement of Mr. Morton, from the *Daily Express* is chronicled, was finished.

Mr. Morton's retirement has rightly received much attention. But to all who have ever had anything to do with education Mr. Morton is a special loss. Dr. Smeaton, its headmaster, introduced innovations in the curriculum that if commonplace now were radical in their day. And his pupils were pioneers of free expression. I cannot contemplate the closing of Narkover without adding my personal regret.

It has, of course, been suggested that Narkover has been over-inventive with no longer compete with the institutes that real life produces on all sides. What humorist, for instance, in his wildest dreams could have devised these recently revealed tricks of the CIA? Mr. Morton has had the experience, common enough in old age, of seeing all his jokes come true.

We must notice, therefore, that education is not finished in the *Daily Express* even as Mr. Morton was folding his tent. His colleagues on the newspaper were reporting it at its most bizarre.

Carli Pearce, for instance, produced a large and illustrated feature that compared the life-style of a school caretaker and a graduate teacher. I need not tell readers of *The Times Educational Supplement* who was the better placed. Anyone who has ever taught in a state school knows that the caretaker is the strongest member of the staff while his union makes the NUT by comparison seem like a rather love jelly. But what about the readers of the *Daily Express*? They may have thought that it was part of the caretaker's job to be there when the school was closed. Yet there was mention of massive overtime pay. It must all have seemed surreal.

Could Narkover himself, however, have invented the true despatch that Ross Mark sent from Washington? It concerned a letter from the existence of the school. The author has just used as the basis of a best-selling paperback. The title of his thesis was impressively academic: "Strategy and tactic optimization for prose litigation in informal tribunals for party jurisdiction."

That, though, was not going to do for a bestseller. The lawyer just called his paperback *Sue the Bastards*. Had Dr. Smeaton retired with Mr. Morton I am sure that he would have approved. I could have seen his pupils simplifying for copies of the paperback so that Narkover might use it for some new course.

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"Oh tidings of comfort and joy..." At least for some small part of the world of education there is still something to sing happily about this Christmas. These three were photographed at the London schools' festival of carols.

£500m and no more: Cabinet agree on Mulley's stand

by Sue Cameron

Mr. Fred Mulley, the Education Secretary, has won his Cabinet battle to keep education cuts down to £500m—but only, it seems, after threatening to resign.

It is understood Mr. Mulley made the threat last week during a Cabinet debate on planned cuts in public spending of more than £3,000m. Mr. Mulley is not a member of the full Cabinet, or whether he spoke only to Mr. Harold Wilson, the Prime Minister, and Mr. Denis Healey, the Chancellor during a break in discussions.

But by the end of the meeting he had managed to get other ministers to agree that the education service should not be asked to take cuts of more than £500m. Mr. Mulley has always said that cuts of this size would be fair. What he was determined to withstand were demands from other Government departments for even bigger cuts in education spending.

Mr. Mulley had two powerful allies. The first was Mr. Edward Short, Lord President of the Council and a former Education Secretary. Mr. Short is said to have given Mr. Mulley his full support during the Cabinet debate.

Mr. Mulley's arguments were also backed up by the Government's Think Tank, the Central Policy Review Staff. In a report on public expenditure, published in January, the CPSRS said there was a limit to the cuts that education could be asked to bear.

By the end of the Cabinet meeting, Mr. Mulley had only had to threaten school meal charges. Several weeks ago he told the Treasury he would agree to school meal charges being increased to keep in line with inflation. Now he has accepted that parents should be asked to pay a greater proportion of the real cost. This will mean a whole series of price rises over the next few years.

One government department which may have suffered from Mr. Mulley's stand is defence. Over the past few weeks the Ministry of Defence have been running a carefully orchestrated press campaign designed to save them from too heavy a cutback.

But it is understood that at last Thursday's Cabinet meeting, Mr. Roy Mason, the Defence Minister, was forced to accept further cuts than he had agreed in preliminary talks with the Treasury.

The total cuts of £3,000m in public spending will not be officially announced until the Public Expenditure White Paper is published in January or February. They will not really begin to bite until 1978-79.

The £500m education cut will mean that by 1978-79 spending on the education service will be slightly less in real terms than now. It will also mean that in real terms the education budget is likely to be cut by about 10 per cent below previous projections. But the full impact of the cuts may be obscured in the White Paper by the way in which the figures are presented. The £500m will represent about 1 per cent of the total cut in public expenditure and it will be felt most keenly in higher education and nursery education. Growth in both these areas will be slowed down, but there will be an end to the hopes of improving staffing ratios in primary and secondary schools.

Paying for violence

Parents should foot the bill for their children's vandalism, say Assistant Masters, but educational psychologists believe emotive surveys place too much emphasis on pupil violence.

Parents have say

Tyndale inquiry moves to Islington to hear the views of parents of children at the Junior school page 4

Supplementary

Government may stop students claiming debt and increase vacation element in grants instead page 5

Britain first to grasp nettle

Sir William Pile tells Parliamentary sub-committee inquiring into DES priorities that we are first in Europe to tackle problem of future teachers supply page 3

Soulbury parity

Advisers and psychologists should be brought into pay awards, say education tribunal page 5

Film festival

Araminta Wordsworth on the London Film Festival page 14

Science diary

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Rescuing the Tories from themselves

"I have tried to bring education into the centre of the debate about our country's future, which is where it belongs. . . I believe that there is a crisis in education today. Our continued failure to produce the right number of people with the right kind of skills will act as a severe brake on our economic development. In education as in so many other aspects of our national life, inertia is our enemy; change is our ally."

In his new role as elder statesman and shadow leader of the Opposition, Mr. Heath has been using his freedom from party chores to make a series of major speeches ranging across the broad field of politics. Last week he used an engagement in Edinburgh as the excuse for a lengthy discussion of education.

It is, perhaps, no great compliment to Mr. Heath to say that it was a very much better speech than might have been expected from Mr. Norman St. John-Stevens. It was a resolute attempt to draw the Conservative discussion of education back towards the mainstream. It was opposed to meeting left-wing educational ideology with right-wing ideology. It warned against the temptation to go on about independent schools instead of concentrating energies on the educational needs of the 19 out of 20 children who attend the maintained schools. It moved away from any generalized hostility towards comprehensive schools and, by implication, sought to focus attention on making

comprehensive schools work. It urged extreme caution on "voucher" schemes, and pointed out the imperfections of the educational market place as a method of extending parental choice. It was, in fact, a great deal more Boyle than Thatcher; it should give encouragement to the still not inconsiderable group of Conservative who believe that the present Tory education leaders are dragging them down barren paths.

It is true that Mr. Heath seemed to be somewhat reckless in trotting out accusations of falling educational standards. None of these could be substantiated with any hard evidence, though, equally, they are extremely difficult to refute, and Mr. Heath is probably right in echoing public disquiet about both attainment and discipline. As the Bullock Committee insisted, difficult as it undoubtedly is to make reliable statements about the rise or fall of attainment standards over a period, what is not in dispute is that higher levels of performance in basic skills are needed to cope with the stresses of modern industrial life.

What Mr. Heath sought to do was to bring education back nearer to the centre of the political stage, using as the basis of his argument the part it had to play in the reform and renewal of Britain over the next 25 years. It is a matter of simple fact that education has been downgraded as a priority of national policy for two reasons. First, because the link between

education and economic growth is obscure and manpower planning is a hit-or-miss affair; second because those who put their faith in education as a force for promoting social equality have found that formal education systems tend to enhance differences rather than narrow them.

Mr. Heath is, in effect, refusing to accept the first conclusion, and is arguing that the social value of education is being minimized through an exclusive and misconceived concentration on equality as the only social value. In the latter respect, he is clearly right, because families throughout the length and breadth of the land obviously expect a whole range of benefits to flow from education and social equality is only one of them. (For many, of course, social equality is the last thing they want, anyway.)

Much of what Mr. Heath was saying is difficult to deny. It cannot but be extremely difficult to persuade anyone that higher education is contributing its share to the social and economic renewal of Britain when, as he observed: "Fewer than one in four graduates go into industry, and less than one in ten enter commerce." Definitions are important, of course, but it is not easy to resist the conclusion that the facts speak for themselves.

The difficulty of pinning education's priority to economic promise, however, remains. All this, of course, trenches upon Crowther-Hunt country, and look where

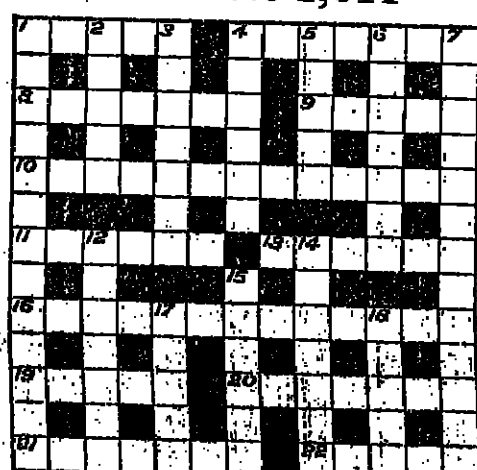
it took him! But futile as long-term manpower planning is likely to be, except in the broadest of terms, it is undoubtedly true that education will not be a serious contender for scarce resources in the next decade, unless people can be persuaded that the education system at all levels is effectively meeting national needs, including the needs of industry and commerce. This is a fact of the first importance at a time when the axe is poised over the education service and particularly over higher education.

A call from the former prime minister for more public discussion of curriculum, and more attempts to make the professional educators aware of the needs of industry and of young people as future workers also deserves to be noted. Here, it seems, Mr. Heath was again moving on to the middle ground—or is it the common ground?—because this is certainly not a concern of Conservatives alone. It is very important that the professionals, rightly jealous as they are of their prerogatives, should respond to the evidence of a new public mood with something more constructive than a natural defensiveness.

No comment

The lower and middle schools are on the same campus with the upper school some 350 yards away from the main campus, a circular by the director of education, Powys.

Crossword No 1,011



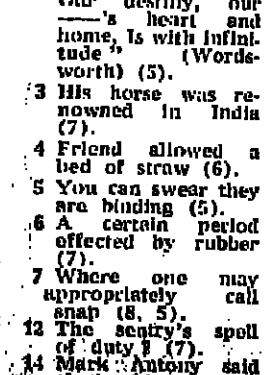
Across

- They have to be squared all round (4)
- A soft answer turneth away wrath (7)
- Literally a beginning (7)
- War is the state of kings according to Dryden (8)
- Fortune smiling on a success of novice (9)
- Gray called Shakespeare her darling (6)
- Like the bird (6)
- Marking venue for motorbikes (9, 4)
- Like the pretty lotteries knight (5)
- Old fashioned native of Bangladesh (7)
- Access: reach from end to end (7)
- Trues have to be replanted (6)

Down

- The build for a mountaineer? (4)

Maths teaser



Flagpoles: PA and QB are two vertical flagpoles standing on level ground. Wire stays connect the top of each pole to the foot of the other, the wires crossing each other at X.

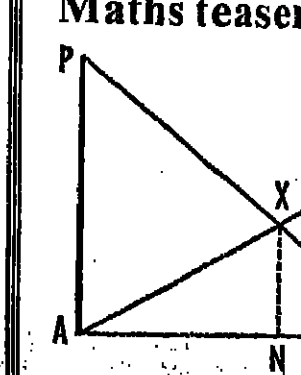
If the heights of the poles are 36ft and 24ft, calculate XN, the height above ground of X. Show also that X divides PB and QA in the ratio of the heights and that N divides AB in the same ratio. Prove that the difference of the squares of the lengths of the stays is the same as the difference of the squares of the lengths of the heights of the poles; hence find the length of each stay if one is 6ft longer than the other.

Repeat the calculations when the poles are of heights a ft and b ft and one stay is (a-b) ft longer than the other.

The natural numbers can be arranged in order, to form a triangle shown above, with an increasing odd number of numbers in each row.

(i) What do you notice about the position of the even numbers?

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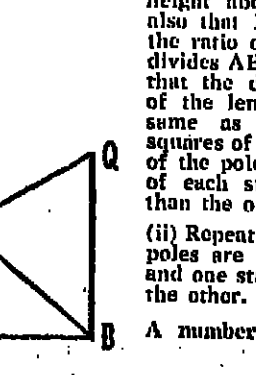
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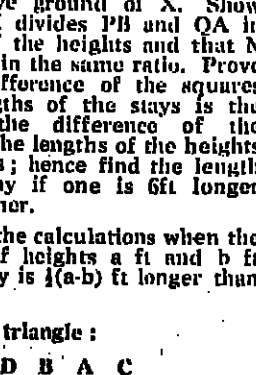
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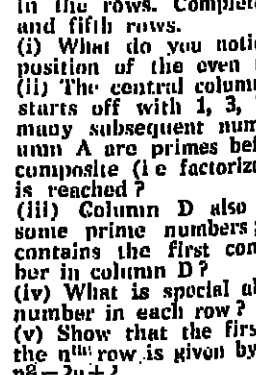
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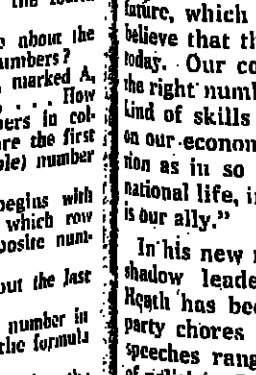
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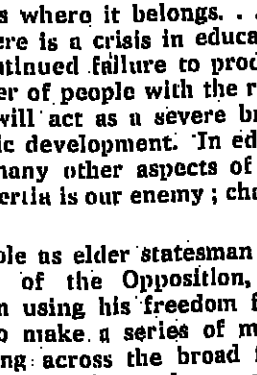
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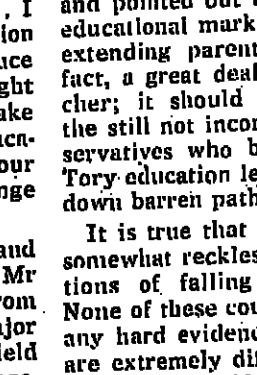
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Parliament

A Bill to outlaw selection in secondary education had its formal first reading in the House of Commons on Wednesday. In the Queen's Speech last month, the Government announced that the Bill would force LEAs who had not gone comprehensive to "make plans for the abolition of selection in secondary education, and to deal with certain other matters".

Outside influences upset discipline

Questioned about discipline in schools, Miss Joan Lester, Under-Secretary, said she doubted whether there had ever been a time when ministers were wholly satisfied about this.

There were influences, mainly outside schools, which made discipline these days more difficult, she said. "I do not accept that behaviour problems are as widespread as is often suggested".

Mr Peter Viggers (Gosport, C) said there was widespread frustration among parents who were unable to assist in their children's education because they had no choice of school.

Miss Lester replied that she was impressed with the number of parents who were involved in their children's education in school.

In a written reply, she said school absence returns were among the possibilities they would be considering in light of responses to their consultative letter on behaviour problems in schools.

More meals

The number of children having free school meals has gone up by 14,000 in a year, according to a written Commons reply by Mr Fred Mulley, the Education Secretary, on Monday.

Mr Mulley said free school milk was given to 1,959,811 pupils aged five to seven. A further 53,506 children over seven took it on health grounds.

Early start rejected

Mr Rhodes Boyson (Brent, North), urged a move to a full-year infant school course irrespective of when the fifth birthday fell.

Miss Joan Lester, Under-Secretary of State, rejected a call by Mr Terence Walker (Kingswood, Lab) for legislation to make sure that all children received full-time education from their fifth birthday.

Mrs Jill Knight (Birmingham, Edgaston, C) asked what was policy on the starting age for primary school children.

Miss Lester said: "Local education authorities have a statutory obligation to provide full-time primary education for children from the beginning of the term following their fifth birthday, and discretion to admit the children at an earlier age. This discretion is governed by the time being by the need to restrain expenditure."

"Authorities can only admit children of three and four up to the limit of the capacity of their nursery schools or classes. Children of this age should not be admitted to ordinary classes in infants schools even if it is necessary to do so."

Mr Walker said the rejection of

Local education authorities in England and Wales would not find it practicable or desirable to provide education in foreign languages for children of migrant workers, Lord Alexander said in the Lords last week.

He was commenting on an EEC report which recommends that member states should provide education for migrant workers and their families which would "preserve the original culture and mother tongue".

It was the responsibility of parents, Lord Alexander said. "It

legislation was disappointing because many people were extremely worried that their children would not get to infant school at the proper time and had a short time there.

Miss Lester: "My reply disappoints me to some extent but it is difficult to insist that schools take in children haphazardly all through the year. This means some have advantages over others depending on when their birthday falls. All children go to school at the start of the term after their fifth birthday. There are many children who would not benefit from starting school before their fifth birthday and one wants to see a different sort of provision for them in pre-school play groups and nursery education."

Mr Eric Heffer (Liverpool, Walton, Lab) said many Labour MPs were concerned about the ideas floated by some people that children should not learn the Three Rs. "Many of us take the view they are the most important part in education. We would not be so articulate without learning them. It is not a reactionary concept for working class children to be taught the Three Rs."

you are to teach the mother tongue and the native culture during school hours, you will reduce the time available to teach the English language and to incorporate the child into this country."

The vast majority of immigrants coming to Britain were not transient, he said. "They come and settle here. The great majority of the children of immigrants in this country do not return, they stay. They are here to stay, and our problem is to integrate them into the community of which they are a part in this country."

What with murder and kidnapping and dirty work on the high seas, to say nothing of the fact suggesting Mr Foot may be a fascist and Mr Foot implying that Mr Kees-Mogg is really Dr Goebbels, we could do with a bit of the Christmas spirit. Lord Denning, who I suggest John Valzey might adopt as one of his missing gurus, admirably gave us a good lead when he suggested that when counsel for the Home Office appeared to be threatening the existence of the Court of Appeal he must be joking.

I don't honestly think Mr Foot is a fascist. However, if I were to be told I couldn't write for this paper because the National Union of Journalists had told the Editor that they didn't approve of my views I should put a sticker over the back of my car reading "Foot Out, Wilkes In". By the New Year I expect we will all go about wearing label badges (much less pleasing to the eye than "Remember Shrewsbury and Clay Cross" or "Remember Faversham and the Goodman Ammenments"). Perhaps the trouble with Mr Foot is that he was once a Liberal and when Liberal arteries harden they often become acutely authoritarian. Much the same happened to Cromwell, whom the Foot family has adopted for posterity.

Being in the middle of what is invariably called a bout of flu (though in my case it feels more like total surrender) I have been using the radio more and more than usual and have got on my feet: John Valzey's "The New Year Left" brought into my home, as the old graniose records used to say, the real-life voices of Messrs Ramel, Communist Party line is having a rough time at the moment with Solzhenitsyn urging us to "break with the lie" and Sukhorov, less than enthusiastic about the merits of détente. However, John Valzey dispassionately and Frank Chapple gloomily agreed that Marxism was very much on the march again.

A programme of Brian Redmond and Stuart Holland, who wear their Socialism so differently that it is difficult for the uncommitted and unconverted to see how they can possibly lie together even in their joint bed of "Ward 10" which Mr Wilson keeps the party snug. A clue was offered when Esmond Wright suggested that



Miss Joan Lester at Ravenstone Primary School, Balham, London, last week.

Jobs plea

The Education Secretary was asked if unemployment among teachers meant he would allow them to opt for early retirement on a reduced pension.

Mr Mulley said he was considering what measures might be possible. He had no estimates of teacher unemployment because of uncertainties about wastage.

In reply to Mr Clement Freud (Isle of Ely, L) Mr Mulley said: "The numbers of students successfully completing courses of initial training in England and Wales are estimated to be: 1973 42,000; 1974 41,600; 1975 40,000; 1976 37,600."

Tom Howarth Speaking as a right-wing formal b...

equality of opportunity was not enhanced for poor scholars in Glasgow by the deliberate destruction of the High School, older than Eton and for centuries a stepping stone to fame and fortune for boys of modest means in the city. This brought his two antagonists together sharply, for whatever else you disagree about as Socialists you simply must be orthodox on comprehensive schools.

Admittedly, David Marquand, who seems to me so reasonable and honest that Mr Wilson is sure to put him in the Cabinet in look after the floating vote just before the next election, more or less admitted that small comprehensives and sixth form colleges were the only way out of the present dilemma. But no selection and soon we were off again on Liberty, Equality and Fraternity. It is always the last person of the Trinity who tends to be particularly elusive, as the irreverent young man of Dijon pointed out when he talked of le Père et le Fils et le Pigeon. Mr Holland sounded best when he was licking his lips when he talked about the ideas of the eighteenth century. Enlightenment.

Even with influenza, I feel that we could bear, if we must, a revival of Marx and the labour theory of value and the withering away of the state and so on, but not, please God, not Rousseau again. We must open a subscription to erect a statue to Madame Roland in Smith Square. Cambridge admissions candidate here, but written that "old habits die hard". Unfortunately they do not.

Law on leaving date to change

The Government are planning to bring forward the summer school-leaving date in England and Wales from the end of the summer term to the Friday before the last Monday in May—normally the Spring Bank Holiday.

A Bill was introduced in the House of Lords last Thursday, and the Government hope it will come into operation for the summer term of 1976.

The Department of Education and Science estimate that as many as 170,000 children will be able to leave school earlier if they wish to. The Bill states that this new date would only be for pupils who reach the age of 16 between February 1 and August 21. (At present those pupils who are 16 between September 1 and January 31 may leave at Easter.)

Report calls for more counselling

Hampshire education committee have formally accepted the report into pastoral care which was drawn up after the death from a drug overdose of Tina Wilson, a 15-year-old Southampton schoolgirl.

The report recommends that nine more educational psychologists and 42 education welfare officers should be appointed in the next five years. Pupils should be able to get advice from school doctors about contraception, pregnancy, abortion and venereal diseases, and notices about the Samaritans should be displayed in schools, the report says. A "counselling attitude" should be encouraged.

Voucher study

Kent County Council took another step towards setting up an educational voucher scheme last week. They have agreed to draw up an estimate of the cost of setting up a feasibility study.

The terms of reference and exact operation of the study have still to be decided.

Amid the shooting and the bums and the theorizing, the fact that most direct grant schools have opted for independence rather than integration has passed almost unnoticed. No single governing body or head wanted this. They no doubt hope that if the French, who know all about enlightenment, continue to support as they do a private sector, some sensible compromise could even be achieved here.

Meanwhile some of the statements which emerge from those responsible for the well-being of the maintained sector must make integration appear to be the kiss of death. Thus, according to Mark Jackson's account of Week Five of William Tyndale, Mr Laurie Buxton, a staff inspector in mathematics, argues that he may have suggested that the solution to the school's problem was "to replace the head by a right wing formal bastard", but only "as a joke since he was a socialist". It is very difficult indeed not to suspect that by a right-wing formal bastard is meant a head who keeps order and makes the children learn their tables.

Speaking, or rather writing, as a right wing formal bastard I was interested to read that Dr Briault in evidence to the Taylor inquiry into secondary school governing bodies "could well be dropped". Now, I wonder just why he feels that? Could it be that university governors are inclined to ask awkward questions about the academic results of schools with left wing informal, legitimate headmasters? Or is it because he finds such people awkward when he is implementing his belief that it is "desirable to have an overall political majority on managing and governing bodies of schools"? After all, university governors could not invariably be expected as another Cambridge admissions candidate did write, "to tow the party line".

Finally, at least one prophecy I have been making for years looks like coming true. The Government has worked up to the scandalous situation in this country to the extent of offering to hush us out. Could somebody please tell us how many German A levels were secured this year by pupils not in independent or direct grant or selective grammar schools? I mean German, not Greek.

'No regrets': DES stand by college cuts

by Philip Venning

Britain is the only European country to have grasped the nettle of cutting back teacher training, and it was the only one of them to have a great oversupply of teachers in a few years, said Sir William Pile, permanent secretary at the Department of Education and Science, on Monday.

He told the education, arts and science sub-committee of the House of Commons that he did not apologise for the way the DES had organized the reduction in teacher training. The fact that they had acted fairly severely, but quickly and openly, would be best in the long run, he said.

It would have been a failure if they had been a secretive about the reduction in teacher training as to have left students now in colleges unaware of the doubts over their future.

But as early as 1972 the education White Paper had pointed to the implications of the fall in the birth rate, and many documents and statements since then had made these implications clear. There had also been discussions with local authority associations and the Association of Teachers in Colleges and Departments of Education.

Sir William also refuted charges that the DES had acted too quickly. The future of staff and students in the colleges was uncertain, he said, but it was important for their sakes to move as quickly as possible.

No all the college leavers would get teaching jobs. In the transitional period, the Secretary of State had decided that it was better to protect the young leavers and discontinue the married women re-entrants, even though this meant losing the benefit of their experience.

Asked by Miss Janet Fookes MP, the sub-committee's chairman, why the DES had not published forecasts for higher education numbers since 1972, he said that events were now changing too fast to produce a reliable guide.

They had twice considered publishing the equivalent of their Education Report 82, which gave the demographic trends behind the projections for teacher numbers. They thought they had discovered new trends in the numbers of young people qualifying and applying to

higher education—but the trends had been upset this year.

Earlier Sir William had said that it was important that where public money was involved there should be some degree of confidentiality at an early stage of planning. But this was not to say that the Secretary of State was unaware of what outside interests were thinking during this initial phase.

After this phase, which might only last a matter of months, the DES consulted widely, and on the whole successfully. The introduction of the consultative document, a less definite equivalent of a green paper, had not been so successful.

On school transport, for example, the DES had previously been searching for new ideas from outside. But the results had been disappointing and this raised the wider question of whether local authorities and pressure groups were able to do the serious analytical work necessary to deal with these documents.

Asked if the DES actively sought the views of parents, he said that it was the job of the DES to estimate what public opinion was a whole range of interests.

But it was difficult because there was no representative body. "We have no systematic way but I feel it is a very important part of our trade." He then said that the best method to foster consultation was an open door policy. The door of Elizabeth House, the DES headquarters, was open to anybody to come in and tell them what they thought.

On involvement by the Secretary of State in the curriculum, Sir William said that the position was ambiguous and the committee would do a useful job if it recommended some clarification.

But it was wrong to think that the Secretary of State had nothing to do with the curriculum. For example, it was a long-accepted practice that he approved school leaving examinations; and he would not be able to stand back if he took a hypothetical case—all schools decided to stop teaching mathematics.

Sir William was against resuscitating the Central Advisory Council. Reports like Robbins and Plowden had given the DES useful directions to move in. But committees tended to paralyse action while they were sitting—an increasing drawback at a time of rapid change.

Arson prompts safety moves

Education authorities should change the design and structure of schools because of the increase in arson, according to a bulletin published yesterday by the Department of Education and Science.

For the first time, the bulletin has a chapter on precautions to restrict structural damage if there is a school fire.

The bulletin emphasizes that escape must still be the highest priority in school design. The new fire safety standards are not retrospective and will only affect new buildings or conversions in existing schools.

"Recently there has been an increase of arson particularly when schools are unoccupied. This often results in extensive damage because of the delay in raising the alarm and in some cases because materials are readily ignited", it says.

The bulletin says vandalism after school hours and during holidays can be restricted by locking windows as well as internal and external doors. Combustible materials should not be left around schools.

In some cases it may be worth while to install equipment to detect intruders, it says. "A teacher's first and overriding duty in case of fire is, of course, to look after the children. No attempt should be made to fight the fire until their safety has been ensured." A spokesman for the DES said this week that nearly every school in the country was capable of complete evacuation in three minutes. No life had been lost in a fire in an English or Welsh school for over 25 years.

Demand for four-year course

The Government are to be urged by the Association of Teachers in Colleges and Departments of Education to introduce a minimum four-year training programme for teachers.

At the annual ATCDF conference in London this week, Mr George Nathan, of Totley-Thornbridge College of Education, claimed that three-year teacher training courses were too short. His call for a four-year minimum period for all teachers won the support of the association members.

Homes 'don't stop crime'

Residential homes for juvenile offenders have failed to halt the delinquent behaviour of young people, a Home Office report said this week.

The authors, Mr D. B. Cornish and Mr R. V. G. Clarke, carried out their research between 1965 and 1973 at Kingswood Training School, Bristol, a home for delinquent boys. They studied one house run as a therapeutic community, and the other run as a traditional approved school.

The authors found the proportions of boys re-convicted from each house were the same. The report says this corresponds with earlier research in this country and abroad.

The research also showed that existing treatment did not reduce delinquent behaviour and the authors criticize the present theory of treatment.

They said too much emphasis was placed upon trying to change supposed deviant personalities and attitudes. Instead, they said, they should pay more attention to the child's home and social background.

In spite of the arguments against residential homes, the authors said the present system would continue for some time. But the long term solution lay in other directions.

Residential treatment and its effects on delinquency. Home Office Research Study No. 32. HMSO £1.00.

Leeds dons in protest

Lord Boyle, vice-chancellor of Leeds University, and five of his professors protested this week against government cuts in education spending.

In a letter to *The Times*, the six say lasting damage would be done to higher education "by further depriving it of the assured financial resources it needs for teaching and research". There would also be "grievous and unintended consequences" in many areas of national life.

"Our concern is not only with higher education, since what can be achieved in this sector is largely dependent on the quality of education at earlier stages."

"We believe that it would be shortsighted in the extreme to regard education as a fitting target for further major cuts in expenditure."

The letter follows a warning to the Government from a vice-chancellor last week that economies could go no further without seriously damaging the universities.

Liberal attack on county councils

County councils should be abolished, according to a handbook published this week by the Liberal Party. In their place there should be regional assemblies backed up by strengthened borough and district councils.

The handbook, *Liberalism in local government*, says the party bitterly regret the "mess" that successive Labour and Conservative governments had made of local government reorganization. "We now have a structure that nobody wants and which we certainly cannot afford."

The handbook devotes just under four of its 108 pages to education and concludes that the ideal educational system is one where "all the community is taking an active part in the pursuit of learning and the building up of a fully comprehensive educational environment".

School governors should be drawn from the whole community and the handbook says the "light of local school is run" is more important than political allegiance. *Liberalism in local government*, £1.50. Liberal Publication Department, 7 Exchange Court, London WC2R 0PR.

Grants may go up to keep students off the dole

by Stephen Cohen

The Government investigation into payments of supplementary benefits to students during holidays is likely to recommend that this extra source of income should be stopped. Instead student grants should be increased to tide them over their 22 weeks of vacations.

The Department of Health and Social Security, the Department of Education, and the Treasury have been looking into social security payments to students after the TES revealed in June that over £4m was paid out to more than 91,000 students in the Easter vacation.

Mrs Barbara Castle, Social Services Secretary, ordered the internal inquiry after complaints by MPs. At present, students can claim supplementary benefits during vacations providing they register at a labour exchange and are prepared to accept suitable employment. The current rates of benefit are £17.75 for a married couple and £10.60 for a single person. Rents and rates are paid in addition, but £3.18 is deducted since this is the vacation element in students' grants.

The £3.18 is now likely to be increased sufficiently to make students ineligible to claim.

Ms Ruth Lister, an expert on supplementary benefits who works for the Child Poverty Action Group, said it would have to be raised to the same rates as the benefits. "That would, on paper, cost the Depart-

ment of Education about £16m and individual students would be about £160 better off."

But up to one-third of that £16m would be met by parents as part of their contribution towards grants. So the net cost to public funds would be about £11m, slightly more than was paid out in benefits this year.

Other measures would take longer to be effective. Amending the social security legislation would take time, and using the Supplementary Benefits Commission's powers to declare students to be exceptions would lead to a number of test cases in appeals tribunals.

Mr Charles Clarke, president of the National Union of Students, said increasing the vacation elements of grants would be ridiculous. It would not affect those receiving discretionary awards from local authorities and would, in practice, take money away from the people who needed it while giving it to those who did not.

Only 81,000 out of the 400,000 students receiving grants claimed benefit this year, he said. Mr Clarke said the traditional alternative for students during Christmas was to get a job. This was now very difficult. The union's vacation work department reported a drop of 50 per cent in vacancies this year. The Post Office and British Rail, traditionally the big employers, were cutting back drastically.

Leas questioned on migrants

Local authorities and teacher unions have been asked to comment on a draft EEC directive on the education of migrant workers' children.

A letter from the Department of Education and Science said the proposals should help to integrate migrant children into schools and the local community, while keeping

language and cultural links with the country of origin (TES, December 5, page three).

The DES letter points out, however, that the draft directive is unlikely to be acceptable here, since it would force central government to take certain powers affecting, for example, school organization and curriculum.

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Application form and further details from Gillian Rand, Surrey House, 34 Eden Street, Kingston-upon-Thames.
Closing date: 10 January 1976.

SURREY COUNTY COUNCIL
SPECIAL ANNOUNCEMENTS
NECCTA 76
THE EIGHTH ANNUAL CONFERENCE OF THE NATIONAL EDUCATIONAL CLOSURE TELEVISION ASSOCIATION AT UNIVERSITY COLLEGE, CARDIFF
APRIL, 8th-9th, 1976
The conference will be held at University College, Cardiff, Gwent Park, Cardiff, and will include presentation of papers and plenary discussion sessions, dinner, and a social evening. The speaker will be Lord Chalfont, MP, and a conference dinner will be held at the University College, Cardiff, on the 8th. The conference will be held at the University College, Cardiff, on the 8th. The conference will be held at the University College, Cardiff, on the 8th.

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'Inertia our enemy, change our ally'

"Any serious analysis of how we in Britain have handled the problems facing us over the last 25 years—and of how we might do so in the future—must include, at the top of the agenda, a critical examination of our education policy. The system of education has a unique influence in determining people's skills and capacities. Give the wrong type of education and you get the wrong kind of people. As Britain enters the final quarter of the twentieth century the two key questions are therefore: what kind of people do we want our educational system to turn out; and is our system of education capable of producing these people?"

We are now living in an advanced technological society. More than ever, we depend on our industry—together with commerce—to produce Britain's livelihood.

Yet our system of education, in particular of higher education, still reflects the priorities of a century ago. Although the sun has set on the British Empire, we still seem to be producing a stream of administrators to govern the colonies which no longer exist.

It is estimated that between 1956 and the early 1980s the working population with a degree will have nearly doubled, from three quarters of a million to nearly one and a half million. But on present figures fewer than one in four of new graduates go into industry and less than one in 10 enter commerce.

Meanwhile, science places in our universities and colleges remain unfilled. And classics graduates with first-class degrees—there was one highlighted this week in the press—discover that they cannot find jobs.

With thousands of roundholes waiting to be filled in science and technology, one university and academy are busily churning out countless square pegs. The educational system is simply not providing the kind of people which our industry needs.

The causes go deep and so must the solutions. There are certain areas where steps could be taken straight away.

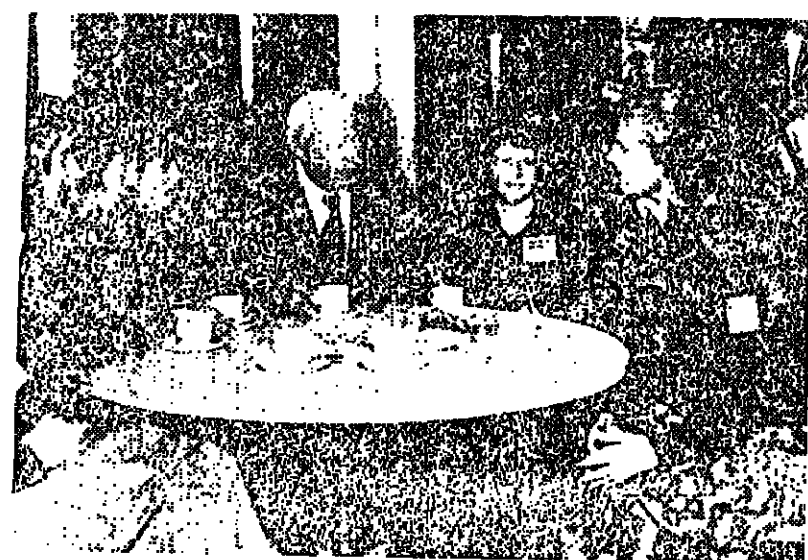
First, those responsible for leadership in education and industry must break down the mutual suspicion which still persists between them. Far too long they have glared at each other, teeth bared. They must now get together more often. More educationists need to learn about what industry wants. More industrialists need to learn how to sell themselves to pupils and students in order to attract them into jobs.

Second, there has got to be a dramatic improvement in the career guidance offered in schools, colleges and universities.

Third, there needs to be an extension of vocational education so that young people are taught in school or college and the jobs to which they are moving.

Fourth, this raises the fundamental question of the curriculum taught in our schools and universities. I know that in many educational circles the very mention of the word 'curriculum' is taboo. It is the great unmentionable.

But when there is such a dramatic imbalance between what the educational system provides and what society itself needs, is society to remain forever silent on the subject of the curriculum?



Mr Edward Heath, in a speech to Conservative students in Edinburgh at the weekend, turned his attention to education for the first time since 1967. This is the third in a series of speeches and articles planned to identify what is wrong with the way we run our affairs and to stimulate a national debate.

Mr Heath's first speech—in Folkestone on November 16—set out the need for such a debate. The second—in Rome on November 21—examined the future of capitalism and the role of free enterprise.

This is a slightly shortened version of the Edinburgh speech.

Above: Mr Heath with students at the conference

riculum in our schools and colleges? I will go no further than this: should we not at least be debating whether we are satisfied with the curriculum taught; and are we still satisfied with the curriculum on who is or who is not entitled to a say over the curriculum?

The biggest mistake would be to leave the subject under the carpet. In many ways, it is the curriculum which lies at the heart of the real debate over education; yet because it touches so many sensitive nerves, it is this which is so rarely debated.

Turning to secondary education in particular, there is a common failure also to identify objectives. Too often, the debate about secondary education is discussed in terms of ideology. Parents are not interested in ideology. They do care passionately about the kind of education their children are receiving.

Right across the country parents are increasingly worried about falling standards in the schools—falling standards in the basic skills of reading and writing, falling standards of learning, and falling standards of discipline. Is it surprising therefore that parents sometimes feel left out in the cold when the political debate centres on the kind of school to be organized rather than on the quality of the education provided?

educational policy for the 94 per cent of children who have no choice but to go to state schools.

It is in the state schools, where the vast majority of our children go, that we should channel our efforts and energies towards raising standards of education. As Disraeli said: "Upon the education of the people of this country the fate of this country depends."

This must involve a degree of specialization within the schools if all the children are to discover their own special aptitudes and to realize their own potential. This can be achieved within the comprehensive schools as elsewhere. In so doing the academic ability can be given the opportunities necessary for developing intellectual qualities to the highest degree just as the more practical child can have every chance of specializing in vocational aptitudes.

To most people, this may seem blindingly obvious; but not, apparently, to the Government. Baffled in the Government has committed themselves to, and I quote, "the abolition of selection in secondary education."

It is right that parents should want a greater say in the schools which their children attend.

There has been much public debate about whether parental choice could be the answer to the introduction of the voucher system.

On paper, this may have a superficial attraction. But to those who cry out most loudly for it, the prospect is that far too many children's parents will opt for the most popular school. The only way then to decide which goes where will be, in effect, by pulling names out of a hat.

Meanwhile, what happens to the schools where the good teachers are leaving in droves? Standards will be spiralling downwards with fewer teachers and less money. In the end, the quality of education will be poorer than it is now.

In economic terms, the demand of the parents is highly elastic. It can change overnight. In contrast, the supply of schools is highly inelastic. It takes a long time to establish a new school in a place where there are no schools. And in the meantime, numerous children will be condemned to a school where the quality of education is poor.

What is important is that the Conservative Party does not meet the ideology of the left with the ideology of the right. I believe, strongly, that the right to the right to pay for their children's education out of their own pocket if they so wish.

But let us, in the Conservative Party, remember this. Nineteen out of every 20 children, and will continue to be, educated in the state sector. Their interests must always be our interests, regardless of where they live and the schools they attend. However much we care about the right of children in the private sector—and in the Conservative Party, at least, we do—our primary task must be to tailor our

No guarantee of standards —Boyson

Parents should be free to withdraw their children from any school if they are not satisfied with its academic standards, Dr Rhodes Boyson, Conservative MP for Brent North and chairman of the National Council for Educational Standards, said this week.

Speaking at a conference staged by the council in London, Dr Boyson claimed it was politically immoral for the Government to insist on compulsory school attendance if it cannot guarantee minimum academic standards were not guaranteed.

High truancy rates were a sign that parents were dissatisfied with the standards of teaching. William Tyndale School was an example, he said. At this school, currently the subject of a public inquiry, 55 per cent of the parents had withdrawn their children in protest over standards in the lakes.

"Parents must be able to say if a school is not maintaining standards and take their children elsewhere. High truancy rates are a sign that parents believe minimum standards are not being taught in our schools."

Dr Boyson criticized the work of the National Foundation for Education Research and the Schools Council which he claimed were involved in obscure research. He called on the NFER to complete a survey of schools on the areas of the country which had gone comprehensive in order to compare academic standards and truancy rates before and after the change.

The Reverend Patrick Barry, headmaster of Ampleforth College, Yorkshire and chairman of the Headmasters' Conference, told the conference he believed freedom in education was being seriously undermined. It was the declared aim of the left wing to abolish all choice in education, but unless a way was found to increase and strengthen the choice of parents there would be a breakdown in consensus of opinion on which all good education relied.

The conference, also decided to send a strongly worded protest to Mr Fred Mulley, the Education Secretary, over compulsory membership of student unions. Students have to pay dues to their local students' union. These are normally paid automatically as part of local authority grants, and as a result students have no say in the transaction. The council felt membership should be voluntary.

Professor Brian Cox, secretary of the council, said there had been a fall in academic standards since the introduction of comprehensive education in Britain. The chances of working-class children winning places at university had declined, and this was likely to get worse.

Science diary by John Maddox

Nessie? I don't believe it

Plainly we have not heard the last of the Loch Ness monster, or, now given the formal name of *Nessiteros rhynchonyx* by Sir Peter Scott and Dr Robert Rines in *Nature* (December 11).

But such evidence for its existence as there is is much more vividly a proof of the wish of otherwise level-headed people to believe that no deep lakes can be complete barren of life than fish. In the old days, but especially in the Dark Ages, these speculations were much more entertaining, witness the myriad medieval legends about ladies in the lakes.

For the time being, in my opinion, the "fresh evidence" of the Loch Ness monster is no more susceptible to scientific examination than voodoo bending (about which my views are clear). What is very much



Peter Scott's view of the monster: he drew this artist's impression after seeing photographs taken by the Boston team. "I feel the animals will look very like this when we eventually find them," he said.

In question is the good sense of those who have given their names to it—Sir Peter Scott, Dr Robert Rines and the *Nature* team.

For given the inevitable doubt about the permissible interpretation of the photographs that have appeared in several newspapers during the past weeks, it is legitimate to ask those responsible should at least that provided the basic information about the provenance of the photographs that would have allowed others, perhaps not now but later, to arrive at an informed opinion.

In reality, however, nothing is said in the *Nature* article about which the places in Loch Ness at which the

photographs were obtained, nothing is said about the kind of camera used and nothing is said about the meteorological conditions at the time. It is exceedingly hard to believe that what purports to be a serious contribution to science would have passed through even the most rudimentary refereeing system without this information having been asked for.

The fact that it was not volunteered suggests to me that the new genus *Nessiteros* should be classified by zoologists rather than by the extinct dinosaurs and other reptiles nor with the unicorn and the more recent yet.

Dangerous monkey business

Of all virus diseases, Marburg virus disease is perhaps the most awesome. It first appeared in 1967 in laboratory workers concerned with virus monkeys imported (via London) from Uganda and in a space of a few weeks, 31 people had been infected at Marburg and Frankfurt in Germany and even as far away as Belgium. Seven of them died.

For some time, and indeed until quite recently, there was speculation that the virus might have been transferred to the monkeys from some other kind of creature, possibly a bird, in the animal compound at London Airport. Now, however, it seems to be accepted that the virus monkeys were themselves the primary source of the disease.

More than that, it now seems it is possible to manage Marburg virus infection with fair chances of success, at least if the cause of the disease is recognized in time. In February this year, an Australian draughtsman and his girl companion arrived in South Africa after travelling south through East

Africa. He was promptly taken to hospital in Johannesburg. A rash that does not itch is the most characteristic feature of the infection. None of this implies that the world is about to be swept with Marburg disease, although it is likely to cost a pull on the export trade in virus monkeys from Africa. Fortunately there is no reason to expect that a disease as violent as this could spread far from its natural reservoir of infection among wild animals.

What does emerge from the tale is the need for vigilance. Ten years or so ago, we were all afraid that doctors trained in countries such as Britain would become so unfamiliar with diseases such as malaria that they would be unable to diagnose them accurately. Now, it seems, it is also possible that they (and the hospitalists) may be slow to diagnose diseases with which nobody is familiar. And it would be a lucky turn of events if Lassa fever and Marburg fever, the two new viruses of the past 15 years, were to complete the list of previously unknown diseases which can be collected by

travellers from Africa. A rash that does not itch is the most characteristic feature of the infection. None of this implies that the world is about to be swept with Marburg disease, although it is likely to cost a pull on the export trade in virus monkeys from Africa. Fortunately there is no reason to expect that a disease as violent as this could spread far from its natural reservoir of infection among wild animals.

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Reports by Mark Vaughan

Urgent plea to start in-service training schemes

In spite of the economic crisis, a full programme of in-service training for teachers was called for. The delegates felt the education service could make the strongest impact on society "by an increasing reliance on the quality of its teaching force". Teachers had to be properly equipped for an increasingly complex and changing role, and a comprehensive programme of in-service education and training was of paramount importance.

Mrs Jessie Smith, chairman of Kirkcaldy education committee, said teachers' initial training did not equip them for the whole of their teaching life.

However hard pressed L.E.s were, it was essential that teachers kept themselves up to date, she said. The conference also urged Mr Mulley and all L.E.s to begin the gradual phasing-in of induction schemes.

And L.E.s should establish advisory committees for induction and in-service training, rationalize in-service training courses and investigate ways to reduce the responsibilities of probationers without putting undue pressure on their schools.

In a later debate, the conference welcomed moves by the AEA and the DES to improve coordination in further and higher education.

Thumbs down for streaming

Delegates clashed over the issue of comprehensive education and mixed ability teaching when the conference eventually carried a resolution welcoming the move away from streaming in schools.

Mr Michael Harrison, chief education officer for Sheffield, said all the evidence now showed that mixed ability teaching was at least as effective as streamed teaching, if not more so. But there was no doubt that mixed ability teaching was much more difficult and it was impossible to change without in-service training.

With the country on the verge of developing a universal education system, it was folly to economize on in-service training, he said. "If anything is to be saved, then it is in-service training, because comprehensive education will not work without it."

Miss P. Smithhouse, a member of Sheffield education committee, warned that the "battle to replace

excellence with mediocrity" had not been won and would never be won. She told Mr Harrison that he was not speaking for the whole of Sheffield when he spoke in favour of comprehensive schools.

Mr C. M. Thornton, a member of Wirral Metropolitan District Council, criticized the Government for continuing with a comprehensive school policy which he described as "destructive and doctrinaire". It was the greatest recipe for educational mediocrity he had ever seen.

Mrs Sally Shaw, chairman of Manchester education committee, said the charge of mediocrity was one of the most damaging statements being put around about comprehensive schools. "It simply is not true. I utterly reject this charge."

As well as welcoming the Government's policy on comprehensive schools and direct grant schools, the conference urged Mr Mulley to deal quickly with the question of charitable status of private schools.

Vicious circle traps immigrants

A survey in Haringey, North London, showed that children of immigrant parents were falling more and more behind in educational standards, Mr A. G. Groves, the borough's chief education officer, told the conference.

"Unless more and more is done in this field, the cycle of depriva-

tion is going to turn into an iron circle, with an inner circle which is mainly black containing children who cannot break out of it."

The conference welcomed the Government's intention to introduce more laws to stop racial discrimination, but also urged the Government to tackle the problems of racial disadvantage as soon as possible.

Parents urged to pay up

Tax laws should be changed to ensure parents pay their share of their children's student grants, the conference decided.

Many students suffered great hardship because their parents refused to make up their grants to full amount. The conference called on the DES to make sure parental contributions were actually paid. This should be done through "changes in taxation or otherwise".

Mr Michael Elliott, chairman of Ealing education committee, said: "It is a regrettable affair that a significant number of parents are unable for one reason or another to pay their share of their children's education. This creates two classes of students and a great deal of hardship."

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CHAIRMAN WHITECHAPEL ART GALLERY LONDON E.C.

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'Fight for our fair share'

Education authorities were urged at the weekend to make sure education gets its fair share of money in next year's budgets. This was so the service could be maintained rather than cut back.

Miss Sheila Wright, chairman of the education committees of the Association of Metropolitan Authorities, said at an AMA conference in Sheffield that, unlike most other local authority services, education had been allowed a 2 per cent growth in real terms next year.

She told the first annual meeting of the metropolitan l.e.s. that this concession by the Government was to allow for the increase in the number of school pupils. It should be enough to maintain staffing ratios but left no scope for improvement in staffing standards which would remain at this year's levels. It would also be used for "unavoidable commitments" such as the opening of new schools planned several years ago.

In a plea to authorities to stop some of the more drastic cuts in education which have been talked about, Miss Wright said: "The AMA education committee are urging local education authorities to reflect the Government's settlement in budgets which will enable the

education service to be fully maintained."

Miss Wright said Southbury pay negotiations for advisers and organizers had been the single most difficult issue for the AMA education committee this year.

The AMA had, with the Association of County Councils, failed to come up with a definition of the role and duties of teachers which was acceptable to the teachers' unions. But their discussions on the Council of Local Education Authorities were continuing. Local education authorities had also been unable to resolve the issue of school transport.

But Miss Wright said there had been successes for the AMA education committee, which she described as "the voice of the disadvantaged". However, the expected difficult future for local government might lead to despondency and a renewal of demands that certain aspects of the education service should be taken from local government.

"For my part the challenge of these years ahead will be best met by local government and by the education service within it. I do not at one moment suggest that this will be easy, but I do think that the experience and solid achievement of the service is too valuable to be lost by another rearrangement of the limbs or, worse, through major surgery."

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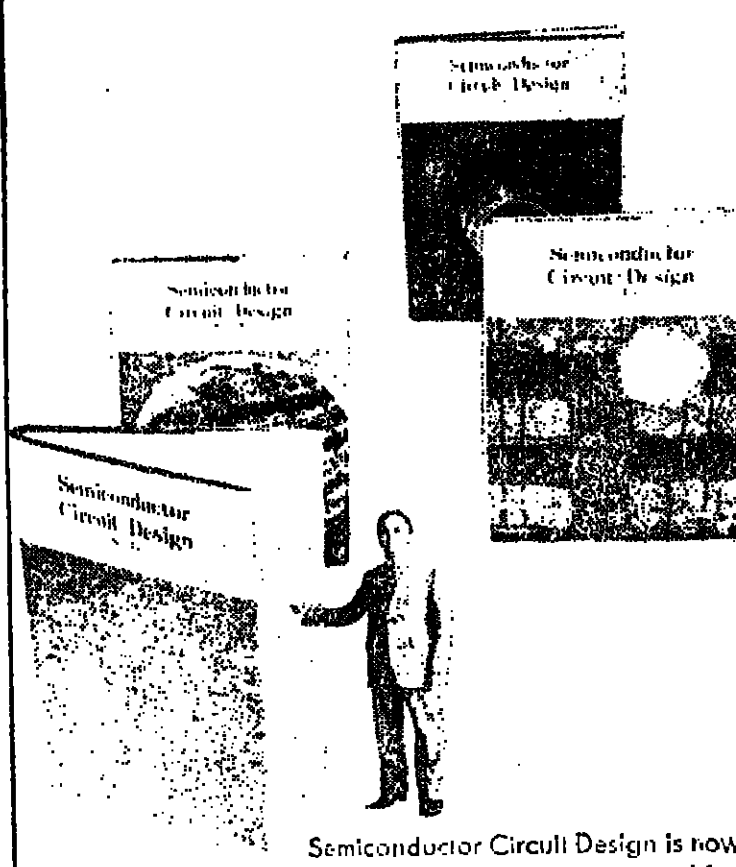
A list of all the special inserts due for publication in the TES in 1976 is available from The Educational Materials Unit, The Times Educational Supplement, 10, Abchurch Lane, London EC4N 3DF. Price 75p. Post 10p.

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Sport

Squash is the big attraction

It will be a full house at Brandon Hall Squash Rackets Club, near Coventry, on December 27-30 when Britain's leading juniors compete in the national under-19 championships. For the first time there will also be an under-16 group.

The championships have attracted a record entry for the senior event and many would-be competitors had to be rejected to keep the numbers down to 64.

Top seeds in the under-19 section are Gwynn Brins (Gresham's School, Norfolk), John Roe, until recently at Retford Grammar School, and Paul Chaplin, of the Royal Navy. All three have junior international experience.

In the under-16 group, seeds are Sean Flynn (Aylesbury Grammar School) and Richard Le Lievre (Elizabeth College, Guernsey), whose brother was the under-19 runner-up last year.

Their chief opponents will be David Thomas (Kent) and Jonathan Cook (Bedford School), winner and runner-up in last season's under-14 championship.

Most of these boys will clash again early next month in the Junior Evans Cup which, unlike the Brandon Hall competition, will be open to non-British players.

Mr Tony Swift, who has been chief national coach of the Squash Rackets Association for nearly four years, is to leave in February for a job at the Sports Council in Bedford.

Coventry are the first college to win three times in the seven-year history of the competition, which is organized by the British Colleges Association. They first won in 1972, were beaten by Bedford a year later but regained their winning form in 1974.

Their captain, former junior international Lesley Walker, said Coventry's chances of making it a hat-trick next year were slim. Nearly half the present side would have left.

"Unless we get some very good swimmers in the first year I don't think we stand much of a chance."

Most of the competing institutions taking part were physical education colleges. Coventry did not, considering that they only had a small

intake of physical education students.

Miss Walker, who, as a pupil at Queen's School, Bushey, Hertfordshire, won English Schools titles and also held a national age-group title, paid tribute to their coach, Mr Dickie Hosking, a physical education lecturer at the college.

Coventry's outstanding performer was free stylist Judith Sirs, who represented Britain at the Munich Olympics and took the national biathlon title at Crystal Palace last year. At Bedford she won two individual races and also helped her team to win the medal.

The eight-member squad, aged between 18 and 21, included Glyn Lukens, an American exchange student from Michigan, who is returning home this month.

After the championship Miss Sirs and Pip Jones were picked for the combined British colleges and universities team to swim against the national team.

As for the centuries, these, besides being arbitrary as well (for what have societies of the early and late seventeenth century in England got in common?), are peculiarly difficult for the young to visualize and distinguish, especially in the great expanse of time before the Renaissance.

The word "visualize" gives us a key to what could be a more useful way of forming a timeless, international, cultural-historical scaffolding. For dates and reigns can only be learned intellectually, whereas if the child, and later the youth, is shown a visual structure made of the world's greatest artefacts, a far more memorable and practical mental pattern can be created in his mind.

To begin with, visual art is the one for which we have by far the oldest continuous records—some (as the Lascaux cave paintings) dating back thousands of years. Of course these artworks are not objectively the oldest. For speech and song, not to mention dancing and instrumental music, are probably quite as old. But of no other art do we have so many ancient surviving creations of peoples of all ages and from all over the globe.

Some aspect, at least, of any people's visual art is comprehensible to those of other later races, whereas language is an impediment to such understanding. For besides the difficulties of translation, many languages are lost, and systems of writing are of relatively recent invention. So that even though all the profundities of some alien, ancient, visual art may not be clear to us, its creations will certainly give some idea—and often the only idea—of how these people lived, and what they believed.

There is also the fact that with visual art, the interactions of those of different cultures are far greater than in any other art form. Different languages inhibit verbal influence, to a great extent; and idiosyncratic modes of music make reciprocity between cultures that more difficult.

But visual influences can pass from one people to another with great rapidity, so that one may trace, for instance, in European architecture, sculpture and painting, elements of all cultures—even, according to Joseph Needham, that of "remote" China. With the exception, until recent centuries, of the totally isolated cultures of the Americas, this means that a child who sees art works of his own people simultaneously learns, to some degree, of the creations of others distant in time and space.

From a pedagogic viewpoint, visual images are far more compulsive than intellectually abstracted ones, like words formed by letters, or formulae made of mathematical symbols. They are even more compelling, possibly, than images conveyed by speech—for instance, Holbein's portrait of Henry VIII might impress more vividly than any verbal account of him could do.

Visual art-works are also instantly memorable; for who can forget what a picture of the pyramids looks like, whereas a verbal account of them, however accurate, might leave the vaguest ideas?

For the very young, or for retarded children or those of cultural minorities, visual teaching can be remarkably effective, and indeed, so far as children go, this has long been recognized, since visual aids are used extensively. But why only for children?

Why, after this early age, is visual instruction not given at all, or only in the form of an extra in the art class?

For to be effective and to yield its full potential value, visual instruction should be no "extra", but central to education as a whole. As it is, a superb pedagogic device is almost completely neglected—the young, for instance, are taught history in purely conceptual terms, and not by illustration with artefacts that would define and explain the period in question.

Perhaps it is a lingering puritanism that makes us continue, in education, with the iconoclasm of the Reformation, and certainly most teachers are not at present equipped to give instruction in this fruitful way. For the notion still lingers that "art" is a frivolity or, at best, a luxury, and that while to read a book is to study, to look at a painting is more self-indulgence.

I cannot resist adding a secondary, if rather specious, consideration—which is that visual instruction need not be costly. While conventional teaching may need the help of textbooks, for visual, slides or films, seen collectively, are really all that are essentially required.

Turists might say that to use art-works in this way, to teach not about art itself but about related subjects, is to fail to insist on the inherent value of works of art as such. Yet, even if art-works are used in this way, a child will also learn much about them as well as of the themes which they serve to explain.

For two winter sessions I taught "art appreciation" at Morley College in the days when Eva Rubback was in charge. This subject is so vague and amorphous that provided one wins the principal's confidence (and holds the attention of one's students), one can really teach it in any way at all.

And since I believed that "art appreciation" of anything can never be taught—but only the nature and attractions of the thing in question—I decided on a cultural-historical rather than an aesthetic approach, thinking that if students could relate the art-works to their own lives and those of others in different nations and ages, the appreciation would come, if at all, by itself as we went along.

Most of the students had little background knowledge and this helped in a way, since for many of them, a Chinese silk painting, for instance, was not much more unfamiliar than a Cozens landscape. Though I used mostly British examples, I tried from the start to relate them to contemporary European creations, and then to works of peoples of the Middle East and Orient. I also tried always to show, during the demonstration of European art of any period, what was happening at the same time in cultures of other continents.

From time to time, we had evenings when slides were shown with no clue as to the provenance of the art-works, and when students were asked to say where and when the work of art was created and why they thought this was so. In guessing this, many were unexpectedly successful. Even when their guesses were wrong, they had often good reasons for making them, like thinking an Aztec sculpture was by Henry Moore. (When I found to my horror that many of them had attended classes for weeks without having yet visited any of London's superb collections, I persuaded them to do this as well, and to comment on what they had seen.)

The only experience I have had with children has been as friend or relative. On these occasions I have produced a vast collection of coloured cards of artworks that I had and once again asked them to say which works were created at about the same time, and what sort of peoples had invented them.

Once more, the children's intuitions, despite any lack of formal knowledge, were remarkable. Yet another advantage of visual art became apparent, which was that interest was always immediately aroused by concrete images of human beings, animals and landscapes, in a way that would scarcely be possible by any verbal or written description.

Many teachers, from John Ruskin onwards, have insisted on the importance of visual education in itself. I believe that, in giving this, one can also convey vital knowledge of other themes which, on a first superficial view, might not seem to bear much relation to visual art.



First and third

by Asif Khan

Coventry College of Education women's team (above) won the British Colleges swimming championships for the second year in succession. At the Robinson Pool, Bedford, they beat a strong Bedford College of Physical Education side in a tense finish for the Hazelwood Trophy.

The men's event was won by Madeley College of Education, Staffordshire. The championship attracted 15 women's and 12 men's teams.

Coventry are the first college to win three times in the seven-year history of the competition, which is organized by the British Colleges Association. They first won in 1972, were beaten by Bedford a year later but regained their winning form in 1974.

Their captain, former junior international Lesley Walker, said Coventry's chances of making it a hat-trick next year were slim. Nearly half the present side would have left.

"Unless we get some very good swimmers in the first year I don't think we stand much of a chance."

Scots team for Richmond

Edinburgh Academy provide four of the Scottish schoolboys' side for the annual rugby union match against England at Richmond on January 1 (2.30).

Team: E. J. Paton (Edinburgh Academy); C. J. Williamson (Kelvinado Academy); R. J. Gordon (Trinity College, Glenalmond); A. Short (Sherborne School); G. H. Jackson (Edin-

burgh Academy); D. G. Kilgore (Kell School); D. J. W. Knox (George Watson's); N. A. Luttrell (Edinburgh Academy); D. G. Miller (Merchiston Castle School); J. G. Watt (Edinburgh Academy); P. D. P. Wise (Trinity College, Glenalmond); I. A. Stewart (Fettes College); H. D. Fleet (Dulwich Academy); A. P. Lean (Loretto School).

School, East Dulwich, London. Mr D. R. McMurray, head of English, Fettes College, to be head of Loretto School. He succeeds Mr Bruce Lockhart who is retiring.

Mr T. M. Thornton, deputy head of The Hill School, Hampstead, to be head of Dean Close Junior School.

Colleges
Mr Brian Cane, to be principal of the new City of Liverpool College of Higher Education. The college will be formed next September by the amalgamation of C. P. Mott College and Ethel Wormald College. Mr Cane is principal of C. P. Mott.

Universities
Miss Olive Stevenson, reader in social and administrative studies, Oxford University, to the chair of social work, Keele University.

Economics at 14-16
The Economics Association at Hull University have been given £16,000 by Esme Fairbairn Charitable Trust to finance a study, "Economics Education 14-16", under the direction of Mr B. J. Holley, lecturer in education.

Girl woodworkers
Five girls and their woman wood teacher from Tile Hill Wood comprehensive school, Coventry, have won £350 worth of tools and materials for a wood finishing competition for schools organized by Sterling Roncraft.

Art award
The Winsor & Newton Award for art students, which was introduced this year on a trial basis, has been established as an annual event. Open to final year students or painting who are undergoing BA or equivalent vocational courses, the award offers cash prizes of up to £750 and provides the opportunity for students to exhibit in Birmingham, Sheffield, Bath, Edinburgh and London.

Booking at museum
School parties will have to book at least 10 working days in advance for visits to the National Maritime Museum, Greenwich, during next year's summer term.

New look 'Brownie'
The Brownie magazine published weekly for nearly half a million Brownie Guides in the United Kingdom, is to be given a new look.

Religious education 12/13
14 Arts features
Books: social work; education; mathematics 15/16
17/18 Resources: costumes; museums; galleries
Talkback: poetry criticism; higher education choices 19

Easy to visualise

Colin MacInnes argues for greater attention to be given to learning through images rather than concepts



Holbein's portrait of Henry VIII: are such works of art more compelling images for learning than written or verbal descriptions?

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A story, a hymn

A parent offers an outsider's perspective on the way schools handle questions of belief

How would you react if you heard your five-year-old singing, with appropriate actions, the following hymn?

I'm too young to march with the infantry,
Ride with the cavalry,
Shoot with the artillery,
I'm too young to zoom o'er the enemy,
But I'm in the Lord's army. (Salute.)
I'm too young to bomb with the bombardiers,
Dig with the engineers,
Pull with the pioneers,
I'm too young to sail all the seven seas,
But I'm in the Lord's army. (Salute.)
My immediate reaction was to drag my children out of morning assembly, and burst in on the head teacher, demanding that they should no longer take part in religious education. In the event I did nothing, other than attempt to explain to my children over tea why I did not like that hymn too much, and grumble to my husband. The teachers and the school are worth too much respect for me to jeopardize our excellent relationship.

All the same, this particular hymn, with its militaristic overtones and implication that eventually the child will be old enough to bomb and kill (shades of Northern Ireland), served to emphasize the generally uncritical way religious education is handled in infant schools—if ours is a typical example.

Let me make clear my own particular lack of faith. Religion means nothing to me. I do not seek or shun things religious. Christianity is part of our culture, and it would be stupid to ignore or deliberately avoid it.

To withdraw my children from religious education would imply a definite standpoint which I do not have. It would also cut them off from much daily activity in the school and isolate them from the others. The Christian teaching of love and forgiveness is admirable; exposure to and questioning of a faith cannot harm. Perhaps, however, religious instruction is too important to be left to the committed.

A great part of the activity in our infant school revolves round religious topics. There

is a daily assembly; and the annual festivals—harvest, Christmas, Easter. Each teacher has at least one part of each week set aside for a Bible story or moral fable. Just how much of the religious message gets across to the children whose ages range from three to seven? As an observer on the sidelines, it seems to me that the presentation of religious activity confuses most children, and gives rise to the idea of God as an old man with a long white beard. This concept is bound to be destroyed eventually, thus destroying associated beliefs and the confidence in the teacher who perpetrates the myth.

The daily assembly is a good example of how this distorted viewpoint is brought about. It usually consists of a hymn, a story, and a prayer, followed by a warning against misuse of skipping ropes and footballs. This juxtaposition of worship and exhortation can hardly fail to give rise to the idea of a deity who is bothered about trivial misdemeanours in the playground or cloakroom.

"God has special glasses to look down through the clouds and see when you're being naughty," my younger daughter confided. "I don't believe that," the older one retorted, showing, to my mind, a healthy scepticism.

How much do children actually get from the hymns and prayers? There are the classic examples: "Our Arthur, who art in Heaven..." "Harold be thy name..." "Who built the Ark? No one, no one..."

The first thing, surely, is to ensure the child understands the vocabulary. It took a long time to stop my two saying "Cosanna" for "Hosanna" after learning "slug Hosanna", and neither of them had any idea what it meant.

Several weeks were devoted to learning one hymn, the first verse of which goes as follows:

The morning breezes softly blow
O'er Olivet so fair,
And bear the notes of joyous song
Upon the balmy air;
From out the city gates at dawn,

and a warning

With palms and blossoms sweet,
The children mingle with the throng
Their coming Lord to greet.

The language and syntax are totally foreign to the average five year old, and I doubt if they appreciate what the hymn is about. That is an extreme example. Improvements have been made, both in updating traditional hymns and finding new ones. "Without a city wall" has now become "outside a city wall", and there are lively simple hymns which get their message home bang on target.

Jesus' love is very wonderful,
Very wonderful, very wonderful,
Jesus' love is very wonderful,
Oh wonderful love.
So high, can't get over it,
So low, can't get under it,
So wide, can't get round it,
Oh wonderful love.

New tunes have been used for old hymns, slightly incongruously in some cases. It jars to hear "There is a green hill" sung to the tune of "House of the Rising Sun" (but I like it), and there is another hymn which is sung to the tune of "What shall we do with the drunken sailor?" These are minor cavils: the children sing these hymns with spirit, although in the latter example a few always sing the last line "Barley in the morning", no matter how often instructed to the contrary.

Old habits die hard and hymns are still trotted out from an era that seems far distant. "Jesus waits for a sunbeam". What on earth is that supposed to mean?

At worst assembly can degenerate into a grind of learning incomprehensible words and uncatchable tunes, followed by admonitions. At best it is a jolly sing-song with a simple message of love and companionship, in which the relationship of one child with another, with the family, the school, animals, growing things, and the annual cycle can be expressed. A badly conducted assembly merely represents a missed opportunity.

A more fundamental criticism is the fact that God is used to sidestep awkward questions. "Where do babies come from?" "God makes them." "Teacher says that God makes babies, but teacher's wrong. It's the sperm and the egg," says one know-all, and takes in a book on inter-uterine development to prove it.

For a child whose parents have tried to answer all questions honestly, a glib resort to God as an explanation by a teacher can only undermine the child's confidence in the teacher. There are various levels of explanation, and their relationship must be made clear.

Nothing is black and white and children must learn to tolerate ambiguity. If God makes babies, why does he also make deformed or sick children? Simplistic answers won't do. There is a direct logic in a young child's approach to the structure of the world, which often cuts through half-truths and exposes the ridiculous assumptions that underlie our fumbling attempts at explanation.

"Heaven is in the ground", my three-year-old announced. "Why is that?" "Well, Billy's dog died and went to Heaven, and they buried it in the ground, so Heaven is in the ground."

When asked directly by my children if there is a God, I say I don't know. I tell them that some people believe that there is. Faith is a belief in something unprovable. I should like teachers to preface their statements about God with "I believe that..." and to be a little less dogmatic about how God interferes in our affairs.

The writer of this article is the mother of two children in a North of England primary school.



Illustration by Janet Woolley

Keeping faith with faith

Roger Owen argues the case for the continuance of compulsory religious education

The story is told of a teacher who drilled his class regularly (one might say religiously) in the catechism. Each day he began with the same child, asking round the class in turn, getting prompt replies to his predictable questions.

But one day a visiting HMI came in and decided to examine the class on the catechism. Picking on one child at random, he asked, "Who made you?" The child was silent. The inspector tried another pupil, but received the same bewildered, negative response; then another and another with similar results.

Eventually, in exasperation, he said, "Well, surely someone knows who made them?" A little girl at the front timidly raised her hand and replied, "Please sir, the boy whom God made has gone to the lavatory!"

If by religious education we mean an unreflective teaching of doctrines and dogmas, a learning by heart of creeds or passages of scripture, or the inculcation of a take-it-for-granted reverence for Jesus of Nazareth (or the Virgin Mary or Buddha or Mohammed), such teaching has little value and might well be harmful—although that sort of teaching is hardly deserving of the name religious education.

It is not the duty or function of a school to convert or attempt to convert a pupil to a belief in a particular religious faith. It is not the purpose of RE in state schools to bring about a commitment to Christ or the Christian faith. Undue pressure on children and immature adolescents who attend under compulsion is educationally indefensible; it is indoctrination in its most reprehensible form.

So what is the value of religious education in schools? The tradition of our national life has been largely shaped and sustained by behaviour and ideas closely associated with the practice of religion, and particularly the Christian faith. Since education involves a thorough exploration of the environment and the received culture, this source of our

national heritage should be studied and appreciated. Our history, our literature, our works of art, even our legal code, all testify to the great cultural effect of Christianity and Judaism on our civilization.

Those who are ignorant or ill-informed about the Bible and Christianity can hardly appreciate of judge much English literature (Milton's *Paradise Lost* is an excellent example) and most British history (the nonconformist conscience of the nineteenth century is a classic illustration). They cannot adequately comprehend much of our ceremonial and cult, such as a coronation or the full marriage service. In short, RE helps young people to understand properly our heritage, our artistic inheritance and our society.

RE also provides an opportunity for pupils to understand their feelings better and to deepen their experience of life. If we leave religion out of education altogether, we may find ourselves unconsciously teaching the philosophy that the world is chiefly a place for colonization by technology.

In ordinary life we are aware that some experiences are more significant than others. A realization that certain experiences have more meaning than others is raw material for religious education. What is love? What brings real happiness? Why is there suffering? Why help others? Offering pupils a religious interpretation of life as a possibility is one of the values of RE.

Religious education involves moral education and the development of right relationships with other people. Admittedly, moral education is possible without religion, yet there are several important ways in which religion, and in particular Christianity, uniquely contribute to moral development. Moral insight can be gained through a study of the magnificent material found in the Bible and other religious literature. In the outstanding religious leaders, pre-eminently in Jesus of Nazareth, goodness can be seen expressed in human life. Problems of guilt can be dealt with, and motivation to fulfil moral ideals

offered by religious faiths.

The religious instinct to worship has been a part of man's nature ever since historical records started. Primitive man worshipped various gods; today both civilized and uncivilized man can be found with various cults, ceremonies and religious rituals. The study of the expression of this aspect of human nature must surely be a valid part of education. An examination of religion inevitably requires a consideration of people—what makes us tick, what inclines us to do wrong rather than right, what inspires us to be noble, kind, generous and so on.

An often forgotten value of good religious education is to create in boys and girls a more sensitive understanding of their own beliefs and of the different beliefs by which others govern their lives.

Recently there has been bitter controversy in Birmingham over including in-depth studies of humanism and communism as part of the city's agreed syllabus in religious education. Whatever we may think about this, if school religious teaching does not lead pupils to greater tolerance and wider sympathy for other viewpoints, it has failed. Adolescents, more than adults, can be thoughtless, bigoted and hurtful, and the religious education lesson—especially in a multi-racial community—can be a positive force for good in the school.

The statutory school lesson is the only means of gaining religious knowledge for the majority of young people. Nowadays most children are not brought up to go to Sunday school or church. Vast numbers of pupils have their only real contact with faith from the religious education teacher. The opportunity to encourage children to at least acquire knowledge and understanding, and think seriously about the claims and issues of religions can be no bad thing. The lessons should help youngsters to see what faith and commitment are all about.

The disappearance of compulsory religious education would deprive many children of the chance to make an informed decision

whether to accept or reject religious affirmations and interpretations. The present legislation gives opportunity for choice, not a means of evading it. Good religious education must include an adequate and impartial study of other religions and philosophies apart from Christianity. But, as the dominant religion in this country is the Christian faith, and in keeping with the 1944 Education Act, it is right and proper that Christianity dominates the syllabus.

It is apparent that the vast majority of parents, teachers and pupils want religious education. Several surveys to test public opinion have been carried out in the past few years, including National Opinion and Gallup polls. All have shown overwhelming support for religious education in state schools, with the exception of one conducted by the British Humanist Association. The procedure—and therefore the conclusion—of the latter was highly questionable and, in the words of *The Times Educational Supplement*, "the survey does not enhance the cause of the BHA".

There may well be poor religious education teaching in some schools, but can any subject be free from similar criticism? There would be no education at all if all subjects which had some poor teachers were abolished. There has been a revolution in religious education in the past 10 years, and curriculum development is a continuous process. Teaching methods are also continually being evaluated, improved and varied. Religious education may still be considered the Cinderella subject in state schools, but it is as educationally defensible and viable, if not more so, than some of its ugly sisters.

Roger Owen is head of religious education and humanities at Matthew Murray High School, Leeds.

world cinema

The members of the troupe are used as mouthpieces for political positions, both of the



After *Distant Thunder*, Ray was accused of being soft of evading the issues, but in this film he produces an indictment of the Indian government of graft and corruption, none the less observed with humor. The director himself calls it a "light comedy" and the details are indeed comic. The ludicrous cheating in examinations upon the nose of the invigilator in his squeaky shoes, the shoddy worldliness of the middle men and their spurious panics. "See this man over there," says Somnath's mentor, indicating an impassioned-looking gentleman. "I never communicate with

The other Iranian entry I saw could not have been more different. Bahrom Reiza'i's *The Stranger and the Fog* concerns itself with our old friends, illusion and reality. Set in a fishing community it seems to be about a stranger who appears from the sea, marries the local widow but never settles down. Then comes an invasion by black-garbed strangers.

The inhuman is broad and effective for that. At the wedding party, the first two wives, one traditional, the other in dark glasses and slinky black dress, sit apart drinking coca-cola and feeling like the ghosts at Macbeth's banquet. After the disastrous wedding night the mother-in-law desperately kills a cockerel to supplement the deficiencies of the marriage sheets.

The 25 books in the Longman imprint series bear the unmistakable stamp of their general editor, Michael Marland, both literally and in more subtle ways—literally that the lively and inviting covers are each disfigured by a bold overstamp which seems to emphasise that these are school books, meant to be studied rather than enjoyed. This reflects the distinction Marland makes between “the crazes

Yet for the teacher prepared to look beyond this, the Imprint series contains by far the best collection of modern literature available for

single authors whose themes and practice are considered in some depth; very good readings of stories by Naughton, Sid Chaplin, Barstow and Sillicose are provided, as are some of the best of the "shorter" pieces. The book provides a rich source of modern drama—"Z Cars", "Steptoe", "Scene" and others—with serious consideration given to the nature and functioning of television drama.

Finally, there are the "Experience" books, which explore the "new" colours, excellent and work (worthy but duller), and two recent additions *Breaking Away* and *The Experience of Sport*. Each book is an anthology of short stories, one act plays, poetry, and extracts from novels and biographical writing, based upon the "new" ideas that the education of the imagination should go alongside the explanation of facts". Their suggestions for further reading, films and records are firmly practical and realistic. They could be an important ingredient in integrated studies, and as a very valuable resource for the English teacher. The material is arranged in arbitrary order, and pupils will need guidance if they are to get the most out of them.

Marland's influence on the series is not just its orientation to class teaching. What also unites the series is the depth and diversity of the literature, imaginatively selected from the best of modern English writing, to suit the needs and abilities of the older secondary school pupil. The teacher who is unacquainted with the series is missing a lot of exciting and stimulating material, whatever his or her methods and approach might be.

sense seems more than this kind of science. Relatively un-Italian teachers of Eugene often holidayed with

Cats out of bags

Geoffrey Parkinson on family therapy

One suspects that Manoechin and Peitls have failed to recognize fully the extent to which the *Wilde und Wild Duck*. The character Gregors's blind insistence upon honesty in relationships ultimately leads to the death of his wife. The characters are to accept Polonius's meddling as a just parody of traditional case-work methods, then surely Gregors

MOTHER
TONGUE

R. W. Noble on EFL

In The Teaching of English as a Foreign Language in Ten Countries, the compilers try to evaluate

Unfortunately, the fieldwork was only partially carried out, thus curtailing the compilers' projected display of statistical bravura. The standardized tests of speech and writing were not taken by students in four key countries: the Netherlands, West Germany, Israel and Thailand. With respect to the other six nations (Chile, France, Belgium, Finland, Hungary, Italy and Sweden), there were various gaps in the data about students' achievement, and in some cases one or other of the grade levels. In gathering data on the social and cultural influences, some influences, students' attitudes, and teachers' competence (which were to be correlated with the achievement test results), the researchers also obtained some

The published tables of correlations and other calculations, it allowed the foregoing limitations, should assist educational administrators and advisers, as well as teachers who are familiar with statistical analysis. Most of the authors' general calculations support the results of previously published research. Overcoming the influence of the major factors found in these countries to be less important than supplying both a comprehensive curriculum and an adequate time-table to put across the contradictions and complexities inherent in the truism. This survey also indicates the truism — often preached but not always practiced — that the successful learning of English as a foreign language depends on students being highly

In drawing the more specific deductions that we might hope for—in ascertaining, for example, the impact of using language laboratories or the effect of introducing literary activities—the authors often seem too non-committal or occasionally even misleading. For instance, they emphasize this controversial conclusion about teachers' competence: "The amount of training of level and residence in an English-speaking country do [sic] not appear to make any particular difference". Before the British Council and educational institutions surely scurrying the course has been organized in Britain for overseas teachers of English, they might well look at the wording of the data from which this conclusion purports to stem. The phrasing of the questionnaire to teachers apparently elicited only the length of their stay in an English-speaking country.

Common sense seems more dependable than the kind of scientific technique. Relatively successful Italian teachers of English who have often holidayed with

Nevertheless, this study is often useful, and its tables of statistical analysis lend conviction to several general principles of good language teaching. The prose summaries of these tables, however, should have shown more stylistic strength, even at the risk of ruffling the feelings of local educators.

"An interesting feature is that only in one country (Thailand) is speaking English taught for a while in the primary school. Elsewhere the language is introduced into the curriculum. Nevertheless, though reading English is taught before speaking, achievement in reading in Thailand does not compare favorably with achievement in those countries which begin with speaking English." In such pro-diplomatic qualifiers are easier to come by than clear-cut distinctions

16 Books/Mathematics/Young Reading

MIXED ABILITY AND MATERIALS

David Sturgess

The Five Mathematics Project: An Experiment in Individualized Learning. By Douglas H. Crawford. Oxford University Press £1.50, 0 19 919058.

An Introduction to the Dienes Mathematics Programme. Peter L. Sedmore. University of London Press £4.70, 0 340 08091 4. Paperback £2.35, 0 0217 3.

These two books describe developments in the teaching of mathematics; one is about a project concerned with teaching mathematics in mixed ability classes at the secondary stage; the other about new materials and content for primary age children.

The Five Mathematics Project was started in 1970 by Geoffrey Giles to explore ways of presenting mathematics to children in mixed ability classes which would provide a viable alternative to class teaching. The aims and objectives of the project have been developed from the reactions of children and teachers as it progressed, rather than trying to realize objectives that had been stated before the start of the work. In 1972 Giles decided to separate the project aim of introducing different learning styles into the classroom from the materials designed to achieve this aim. These materials, consisting of 19 booklets with apparatus and worksheets, were then made available from DIME projects at Strirling University and have been used in many schools outside Scotland.

The book is very uneven in quality which probably comes from having put together a factual account of the project with an attempt at evaluating the project. The section of the book contributed by Giles is a thoughtful and provocative discussion of the philosophy lying behind the material that was produced. Amongst other things it contains a list of 14 points to be borne in mind when writing work cards that would be of value to any teacher

who undertakes this task. There is also an interesting discussion of the issues facing the project contributed by George Sampson. The contributions from the teachers and collections of comments from children are useful and informative when they deal with the ways in which the material is used, but are weak and repetitive when used for evaluation.

The chapter on evaluation of the project written by D. H. Crawford of "illuminative evaluation" but does not explore the issues raised by the material that is presented. Most children react positively when presented with something different, and particularly where teachers are also newly involved, so that a lot of subjective judgements rather than the other mathematics help the little mathematics. Some critical comments by teachers are included which show wide differences of philosophy but these are presented without discussion. The material developed was never intended to form a course, so that evaluation has to be of the illuminative kind, but it was probably unwise to attempt it in this book.

It is clear that the use of these materials in schools has made a useful contribution in helping teachers to come to terms with styles of teaching based on the individual and the group rather than the class. Those parts of the book that deal with the use of the material and the philosophy behind its construction make a real contribution to the teaching of mathematics in a mixed ability situation and the book is worth reading for these alone.

I detect a tendency at the moment for teachers either to swallow the work of Z. Dienes whole, or to neglect him completely. Both of these attitudes seem to me to be less than good. Dienes has given us a great deal of highly creative material in the form of games and activities which can work extremely well in the classroom, but in his own writing he often drives the ideas of his work towards some recognizable mathematics. Because the basic activities are often very imaginative this will be only one of the possible outcomes of pursuing the activities in a relatively open way.

The title *An Introduction to the*

Dienes Mathematical Programme will probably turn a number of people away from this book which will be a pity. The book contains accounts of classroom activities using logic blocks and other logic materials, connecting some of these activities with multi-base materials, all of which could be used as part of any programme of mathematics in the primary school. Some years ago when William Hall's attribute materials first filtered into this country it was realized that they added a completely new dimension to mathematics teaching. The materials were taken up by Dienes and under various names sets of logic blocks are now available from most educational suppliers. Teachers who have experimented with these have intuitively realized their value, but have lacked a book which gives a range of ideas for classroom use and a developmental scheme for the work. The book under review does just this very well and is therefore most welcome. The first part introduces the logic blocks and shows how they may be used in games and activities to introduce ideas of relations, operations, and sets, with a brief mention of number properties of a set.

Equivalence relations and classes and ordering are used to introduce number which is then developed using multi-base materials. The material referred to in Dienes' *Multi-base Arithmetic Blocks*, but, arguably, any length based structural apparatus could be used in this way. Using these headings makes it sound very abstract but the approach throughout is through games and activities which are highly practical in the classroom.

The book ends with a short section on sets and logic which unfortunately has the faults of Dienes' writing for teachers. There appears to be a compulsion to develop a notation at all costs so that some recognizable mathematics can be included. There are not so many practical suggestions in this section although those that are given are interesting.

This is an important book because it makes available for the first time a range of activities using logic material but, I suggest, it might give indigestion if swallowed whole.

VISUAL STIMULUS

Number News. Books 1 to 8. By Constance Millham. Blackie. 33p each, 0 216 90014 5. 89835 3, 89836 6, 89837 4, 89839 0, 89840 4, 89841 2.

Our First School Maths. Books 1 to 6. By Carolyn Edwards, Derek Newton and David Smith. Collins. £1.80 per pack of 10 copies.

Number News is a series of eight books devised for children who are able to understand concepts of number before being able to read. There are an written instructions to introduce the child with reading difficulties, everything relies on the visual stimulus. It worked through systematically these books aim to cover the numbers from one to 20 and help to develop skills in the use of the four processes of addition, subtraction, multiplication and division and an understanding of number bonds. It is suggested that the work should be first done orally with the children who can then be encouraged to copy the pictures and figures into their own books, and the illustrations have been kept simple for this purpose. It is not intended that these books should be written in themselves.

This series is attractively presented, but hardly original in ideas and provides little stimulus for the most novice of teachers. They will serve as a satisfactory follow up to oral work, in providing scope for the necessary practice to consolidate learning and understanding, but at 33p each many teachers may prefer to stick to their own work cards, for which they can gain valuable ideas from *Our First School Maths* series. This is a series of mathematics work books designed for infant and first school which is carefully aimed to build up and reinforce mathematical concepts. The books basically provide opportunities for practical work but would also stimulate oral discussion. It is essential that children can read; they are to work alone with this series, it is itself easily to group work with a teacher.

Andrea Clifford

BREAKNECK SPEED

Joyce Linford

A Programmed Text in Statistics. By J. Hine and G. D. Weatherill. Book one: Summarizing Data £2.10, 0 412 13590 6. Book two: Basic Theory £2.25, 13730 5. Book three: The t-test and N2: Goodness of fit £1.30, 13740 2. Book four: Tests on Variance and Regression £1.75, 13750 N. Chapman and Hall.

The course covered by these four volumes was developed at the University of Bath, with the aid of grants from the Nuffield Foundation. The three last books are providing a "service" course in statistics, which would take beginners, some with little mathematical background, up to the stage of using, in their own subjects, and with a certain degree of understanding, the standard t , F , and χ^2 tests.

Most of the text is in programmed form: each section is followed by sets of exercises grouped according to subject-matter under the headings "Physical Sciences and Engineering", "Biological Sciences", and "Social Sciences". The authors have kept the mathematical level low; for instance the reader is referred to mathematical textbooks if he wishes to have any understanding of the exponential functions, if not, he can proceed on the basis of the given tabulation.

Book One is elementary, and the first section does little more than establish a vocabulary for frequency tables and histograms. Definitions are not always as accurate: it is, for instance, hard to define a "skew" distribution before the mean and the median have been introduced.

There are also unexpected difficulties with group widths when the variable is continuous. The book ends with step-by-step calculations of standard deviation, but with no mention of the possibility of using a computer programme.

Book Two deals with probability and the standard probability distributions. After some preliminary work with factorials, the formula for the binomial distribution is stated *in court*. There is no proof, and no hint of any algebraic background. The Poisson distribution follows, treated in a similar way, and the student is shown how it can be applied. The step to continuous probability distributions is made by illustrative histograms. Hey presto! Here is the normal distribution, which enough examples are worked to ensure familiarity with the tables. The student is then led on to sampling distributions and confidence limits.

The remaining two books deal with the more advanced work. Perhaps the University faces conditions in which it will not say the best of the given tabulation. If so, these books must perhaps be accepted as the tools for the job.

Im Pail

SCHOOL MAGAZINES

Early in the New Year we hope to carry a large review article on school magazines. We would be grateful if teachers would send in current specimens of this age-old educational art-form to Michael Church, Literacy Editor, TES, NFER, Grays Inn Road, London WC1.

PAPERBACKS SPEECHES

Demosthenes and Aeschines. Translated by A. N. W. Saunders with introduction by T. T. B. Ryder. 30p, 0 14 044299 5.

Cicero: Murder Trials. Translated by Michael Grant. 30p, 0 14 044280 X. Penguin.

Each of these new Penguin Classics offers four speeches, together with scholarly introductions, notes and bibliographies. They are, clearly, more likely to be read by students than laymen.

The attacks of Demosthenes on Aeschines and vice versa (*De falsis legationibus* and *De ciaphonemib*) coronat were made when Athens was painfully unable to decide whether her interests lay in co-operating with the Macedonians or opposing them. The translator admirably catches not only the content but also the two orators' contemptuous, Aeschines' scornful but weaker—but also the robust qualities of fourth-century democracy where the penalty for a derided politician might well be death.

The next idea of pairing off the rival Greek speeches allows us to question the accuracy and veracity of their authors: if our opinion of Cicero would be that the opposing speeches had survived must, unfortunately, remain speculation.

In *Pro Sexto Roscio* the young Cicero attacks a freedman of the dictator Sulla; *Pro Gato* makes little sense without an understanding of its political background, and with *Pro rege Deiotaro* the cycle is completed, and a second dictator, Caesar, sits in judgement on the case. The defendant in *Pro Cicerone* has a similar origin to Cicero's own, an Italian municipality: the speech reveals the seamy side of life there.

Cicero is speaking on behalf of a noble, and his approach may be professional rather than committed; the translation, while clear and colloquial, seems at times to emphasize the prolixity of Cicero's style.

At Combes the dressing-up clothes are always available, and the children usually incorporate dressing-up with their play in the home corner. One problem is that dressing-up clothes for girls are more plentiful and gaily coloured than those for boys, but Miss Humphries does not believe that this is the only reason why young boys like decking themselves out in big silk dresses. "At that age boys still identify a lot with their mothers," she explains, "and so they need to pretend to be her sometimes."

Mr Wyn Brookes, the deputy head, adds another word of advice on dressing-up which particularly applies to boys. If you have one suit to 35 children and you do not want a fight on your hands, do not include armour and

Mirror, mirror on the wall . . .

Who is the fairest of them all? The dressing-up mirror usually replies "You" in a most satisfactory way; and that is why it is such a necessary part of dressing-up play. Miss Sue Humphries, Berkshire, in fact believes that it is the most useful part of the dressing-up equipment. What is the point of putting on all the finery, if you can not see what you look like? The purpose-built racks for the dressing-up things in each class at Miss Humphries' school incorporate a full length mirror.

Miss Humphries is equally insistent that the clothes must be properly displayed, hanging on a rail and not bundled into a chest. The unit she has designed is worked out to correct child height, and there are no doors. This keeps the clothes fresh and aired, and ensures that they are not just pushed in higgledy-piggledy in a superficial tidy up of the classroom.

A group of mothers help the teachers to keep the clothes washed, pressed and mended. Hats and shoes are kept on special shelves built on to the dressing-up rack. All this care in presentation is essential if dressing-up is to be a training in putting things away properly. It needs organization, for with dressing-up clothes, as with anything else that is held in common, what belongs to everybody tends to be the responsibility of nobody, and it is important to see that things are cared for.

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Gallery round

FRANCES FARRER looks at Christmas events for children at some London galleries and museums

National Gallery
This Christmas the National Gallery opens after activities for children aged between eight and 14. Collectively called *The Christmas Story*.

The National Gallery hope children will come by themselves or with parents, as well as in school groups. Certainly the programme makes an instructive and enjoyable school outing. Whether children will be motivated enough to come alone is fairly hard to say. The emphasis is fairly firmly on education and puzzles and games taking place in the Board Room have no element of Yuletide frivolity.

The Christmas Story events start at 10.30 am and 2 pm in the board room and last off to two hours. The BBC audio-visual presentation is given at 11 am and 2.30 pm.

Victoria and Albert
The Wombles turn up in room 132 on February 22, displayed in their original settings. The Wombles

At the National Gallery children carry their sewing on their backs.

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At Combes the dressing-up clothes are always available, and the children usually incorporate dressing-up with their play in the home corner. One problem is that dressing-up clothes for girls are more plentiful and gaily coloured than those for boys, but Miss Humphries does not believe that this is the only reason why young boys like decking themselves out in big silk dresses. "At that age boys still identify a lot with their mothers," she explains, "and so they need to pretend to be her sometimes."

Mr Wyn Brookes, the deputy head, adds another word of advice on dressing-up which particularly applies to boys. If you have one suit to 35 children and you do not want a fight on your hands, do not include armour and

Mirror, mirror on the wall . . .

Who is the fairest of them all? The dressing-up mirror usually replies "You" in a most satisfactory way; and that is why it is such a necessary part of dressing-up play. Miss Sue Humphries, Berkshire, in fact believes that it is the most useful part of the dressing-up equipment. What is the point of putting on all the finery, if you can not see what you look like? The purpose-built racks for the dressing-up things in each class at Miss Humphries' school incorporate a full length mirror.

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Gallery round

FRANCES FARRER looks at Christmas events for children at some London galleries and museums

National Gallery
This Christmas the National Gallery opens after activities for children aged between eight and 14. Collectively called *The Christmas Story*.

The National Gallery hope children will come by themselves or with parents, as well as in school groups. Certainly the programme makes an instructive and enjoyable school outing. Whether children will be motivated enough to come alone is fairly hard to say. The emphasis is fairly firmly on education and puzzles and games taking place in the Board Room have no element of Yuletide frivolity.

The Christmas Story events start at 10.30 am and 2 pm in the board room and last off to two hours. The BBC audio-visual presentation is given at 11 am and 2.30 pm.

Victoria and Albert
The Wombles turn up in room 132 on February 22, displayed in their original settings. The Wombles

the activities will be available twice daily until January 3, excepting Sundays and December 24-27 and January 1.

Trails will follow arrows to activity masterpieces and children answer questions in a booklet. At the end of the trail is the Christmas tree where the children can pick postcards of the pictures they have seen, onto the appropriate countries on a magnetic map of Europe. Here they can also see slides of pictures which have hit the headlines through being stolen or bought for astronomical sums. In the new moving picture room there is a BBC audio-visual presentation, also called *The Christmas Story*, telling the tale through paintings, poems and songs.

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At the National Gallery children carry their sewing on their backs.

a film, *A Box of Slides*, which was made from Victorian photographs. On the same day at 3 pm there is a programme called *Photoplay*, which features slide tape shows made by schoolchildren and explains how to do them yourself.

Tate Gallery
Top of the bill at the Tate is a marvellous floor film produced by Tony Hill. Images are projected on to the floor of an open-topped cart in which children and daring adults can stand, sit or play as part of the film.

Some of the images, like the boiling baked beans and waves of the sea are simply fun, others are rather horrific. At one point a mass of maggots is projected on to one's person; there is a huge mouth that opens for the tongue to lick and the teeth to snap, and a field which rotates at breakneck speed. All this is accompanied by loud sounds. Children seem to love it. They write and squeal with delight, even at the maggots. Less adventurous visitors can watch the floor film and participate in an overhead mirror.

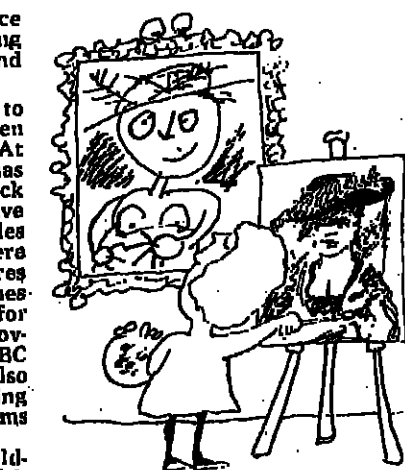
The film lasts 30 minutes and is shown daily and continuously from December 12 to 23 between 12 and 16.00 hours (Sundays 14.30 to 17.30).

Most other events for children are designed to test their powers of observation. There is "Spot the Detail", a sort of quiz sheet from which visitors identify pictures of facial close-ups. Primary age children can find the answers to the junior crossword clues by looking

at the pictures in the British collection. Older children can follow the Children's Trail round Tate masterpieces. National Portrait Gallery
What promises to be one of the most amusing and inventive ideas for children this Christmas is the "Baubles, Bangles and Beads" jewelry workshops at the National Portrait Gallery at 2.00 pm on December 29 and 30.

Children are invited to assemble inside the main entrance and be guided round some of the portraits of bejewelled Tudors. Then they can go and make copies of the jewelry from foil, buttons, sequins, beads, seeds.

The workshops are suitable for children of about seven to 14 years who are requested to bring their own scissors and materials.



Network for participation

NORMAN WILLIS describes the Council for Educational Technology's sector requirements machinery

Because the Council for Educational Technology are a national central organization they are not, nor can they be, close enough to educational institutions to know all the difficulties which confront people as they perform the wide variety of professional tasks which education demands.

Yet, if they are to fulfil their role they must know about the requirements of education and training, so that they can decide which will benefit from the application of educational technology.

For these reasons the council have decided to set up sector requirements machinery—a network of contacts with organizations who represent and are in direct touch with teachers on the job.

The scheme works as follows. The sector requirements committee, drawn from CET members, have invited organizations to join a register of participating bodies. An organization applying for registration states their experience of educational technology, and of education and training. In this way the organizations themselves describe their particular experience and the area on which they can advise. More than 40 organizations are currently included in the register.

The purpose of this network is twofold. It gives a means of answering specific difficulties arising from the council's development programme. It is a channel through which CET proposals can be tested out. The participating bodies can come together to identify the educational difficulties of their own sectors as they relate to the area in which CET have decided to operate. In this way they can participate with the council from the beginning in uncovering major difficulties to which educational technology might be applied, and most particularly in attempting to forecast areas of need before matters become critical.

How will the committee and the participating bodies actually deal with a topic requiring investigation? Whether the topic arises from the CET programme or is brought to the council by the participating bodies, the procedure is the same.

The sector requirements committee discuss the topic and select from the register of participating bodies those organizations who

appear to have experience of, or an interest in it. These organizations are invited to give preliminary information and then attend a special meeting with three members of the sector requirements committee, one of whom would act as chairman.

The aim of these special meetings would be:

- to define as precisely as possible the difficulty
- to agree on action
- to decide on the most appropriate channels through which to take action
- to decide which organization can most effectively undertake that action.

The sector requirements committee and their representatives act as coordinators. Members, who attend the special meeting, report to the full sector requirements committee to ensure that any action the council must take is brought before the appropriate committee. It should be mentioned here that the solution might require action by some other organization.

Two subjects have been tackled so far. The first, concerning training for employment and information on the use of teaching techniques and materials. Questions like "Who has done? Where? In what circumstances? With what materials?"

Information can already be obtained from different sources, but there are gaps, and coordination could be better. A formal investigation will be carried out by BACIE next year, sponsored by CET and the Training Services Agency.

The second subject arose from the council's programme—an investigation into the need for non-teaching support staff in educational technology. Preliminary collection of information has shown the effort which participating bodies are prepared to put into their collaboration with the council. The preliminary findings have been analysed and will be discussed at special meetings early next year.

To encourage participating bodies to actively advise the council, a series of one-day conferences of sector groups of organizations are being planned. These will be preceded by a conference of all participating bodies, probably next March, to discuss how the network can function as effectively as possible.

*The first register has recently been printed. Copies are available free of charge from CET, 3 Devonshire Street, London W1M 2BA.



A new BBC publication, *Projects*, looks like a Christmas annual and claims to be "a supermarker of ideas, information, quizzes, games and things to make and do" on scientific subjects. There appears to be enough in it to keep a bright 10 to 14-year-old occupied for some hours.

The eight topics come under biology and physics, but are generally presented attractively enough to appeal to children who are diffident about science. Topics include astronomy and space, photography,

consumer choice and an unusual one, "Babies and Young Children", which could be helpful to older children, both as brothers and sisters and potential parents. Chapters are usually introduced with basic information and continue through quizzes to actually making something. Most of the information is practical and some of it is essential: electricity safety, for example, which is explained in a few cartoon pages.

The instructions for things to make vary both in difficulty and

interest. They include a fairly standard kite, a simple astro-telescope and even a working box-camera. These are fun and have obvious uses, but it is hard to imagine that many children will want to make an electronic flip-flop without knowing what it will do when finished, or spend time on a dreary smoking machine. The "scientist", by the way, does not smoke the cigarette. Another slight irritation is that the graphics are often more fashionable than clear.

Project. BBC Publications. £1.35.

Understanding handicap

Action Research for the crippled child are planning a range of resources material. It is hoped that this will help children to understand more about the causes of decaying diseases, and encourage them to think about community responsibility and possible mechanical aids.

At the moment Action Research have twelve filmstrips and a schools information pack. The filmstrips are grouped under the subject headings of biology, social studies and history, and they are recommended for senior secondary school use. The pack contains project leaflets, a wallchart, and teachers' notes and is suitable for about 8 to 14-year-olds.

The filmstrips are available for preview or purchase, the pack costs £2.75 plus postage and VAT, all from the National Audio Visual Aids Library, Paxton Place, Gipsy Road, London SE27 9SR.

The Financial Times has joined Waterlow Ltd to produce cassettes on financial and legal subjects. The talks have been prepared and given by specialists, and run for 30 minutes on each of the two tracks. Cassettes available are *The Capital Transfer Tax*, by Professor G. S. A. Wheatcroft; *The Employment Protection Bill*, by Professor Roger Ridd; *The Consumer Credit Act*, by Professor Aubrey Diamond; *Up to Date Motoring Law*, by John M. Wickerson.

During December more cassettes will be added to the list: *Inflation*

Accounting, by Professor Walter Reid; *The Community Land Act*, by Sir Desmond Hepp, and two on the Rent Acts.

Cassettes to cover development land tax, development gains tax, health and safety at work and contracts of employment are under discussion. All cassettes are probably most suitable for sixth forms and upwards.

Information can be obtained from: Professional Services Division Waterlow (London) Ltd, Halywell House, Worship Street, London, EC2A 2EN.



The booklet, at 80p per pack of 10, costs 50p for postage and packing, and is obtainable from local authority Road Safety Officers or from BP Educational Service, P.O. Box 5, Wetherby, West Yorkshire, LS23 7EH.

Platinum have produced a new adhesive which they claim washes out of clothes easily. Called "School Adhesive" it will stick paper and light board. A 114 cc (4oz) bottle costs about 25p. Montmore Manufacturing Co Ltd, Platinum House, Six Hills Way, Stevenage, Herts, SG1 2AY.

A new look at the stars

by Peta Levi

A new series of programmes to suit all ages at the London Planetarium have been devised by its director, John Ebdon.

Three of the four talks are new, containing more information, but presented in Ebdon's interesting and amusing manner.

The programme I enjoyed most, "What in Heaven?", traces the history of astronomy from its beginnings in Mesopotamia around 400 BC, and shows how knowledge of the universe has developed through man's insatiable curiosity for answers to Copernicus, Galileo and Herschel.

In "Reach for the Moon" man on his planet earth is considered in relation to the vastness of the universe. Ebdon presents an imaginative opening with a conversation between father and child from another planet and answers such questions as "Can the boundaries of the universe ever be determined?" "Is it what we see in the sky really there?" "And will it always be there?" He quotes Sir Bernard Lovell—"It may be paltry to look towards the constellations of Coma, hold a penny at arm's length and remember your obscure knowledge of a cluster of a thousand galaxies 350 million light-years away."

In "Journey through the Night" under the clear skies and unlimited horizons of the planetarium, we are taken from London dusk to the South Pole, to look at some of the 88 constellations with which the skies of the world are patterned.

A cloud projector and horizon projectors (the first in this country) have been installed at the planetarium. Horizon projectors make it possible to show six different sky scenes (I found the lunar panorama most dramatic); an improvement on the previous unchanging panorama of London's rooftops.

The London Planetarium, Marble Arch Road, London, NW1, is open every day except Christmas Day and Sundays. Programmes start on the hour from 11 am-5 pm. Adults 50p, children under 16 30p.

Sticky solution

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Ideas, argument, experiences, research



Students' discrimination in responding to poetry/Girls' preferences for higher education

What's in a name?

Norman Hidden

Reputation, wrote Hazlitt, runs in a vicious circle, and merit limps behind it, mortified and abashed at its own insignificance. This was true of the literary world in 1821 and it would still seem to produce its effects today.

The rubric to the Certificate of Education (English) Examination of the University of London Institute of Education proclaims a fearsome warning: "Candidates are strongly advised to meet each passage on its own merits and NOT to allow the significance of its origin to dictate their response to or their judgment of it."

When invited to read some poems at a conference of English teachers, I deliberately chose those by authors as yet unknown but whose names I withheld. It was with satisfaction that I realized I was securing from them a full attention and a willingness to give a favourable critical response which these unknown poets had not enjoyed when they appeared, with their names appended, in the pages of *New Poetry* magazine.

A certain amount of experimentation thereafter with friends and acquaintances resulted in the observation that where authors' names are well known, there is clearly a readiness to look deeply into the nature of the poems, to dig for merits; the critical faculty has, as it were, been alerted into full appreciative awareness. Where the same carries no reputation there is no alerting and the reaction is correspondingly superficial.

These observations seemed to suggest that the Institute of Education's warning rubric was there for a purpose. It was necessary, however, to devise some kind of more objective test.

This was first undertaken with a class of students in a college of education. They were given a duplicated sheet with four pairs of anonymous poems printed side by side. All the poems had been chosen from issues of *New Poetry*.

One in each pair had been written by a well-known contemporary poet (Adrian Henri, Thom Gunn, Elizabeth Jennings, Philip Larkin, and one by an unheard-of poet. As far as possible the poems chosen made neutral pairs: they had theme or subject-matter or formal structure in common.

Students were asked to decide which poem in each pair they (a) liked better; (b) thought technically more proficient. If they recognized a poem or if they could not make up their minds, they were asked to "pass". They did not have to give reasons for their choice.

In the total result, 26 votes were distributed among the anonymous known poets as against 72 for the unknown. Forty-one replies voted the known poets more proficient and 39 the unknown.

Suspecting that my own teaching influence may have affected these results, I tried the same test at another college of education where all of the students were strangers to me. The results here were: 54 "liked better" votes for the anonymous well-known poets, 65 for the unknowns. Fifty-nine replies gave the known poets as more proficient and 33 the unknown.

I then tried the test on another group. Among them were teachers and lecturers in English, advisers in English and drama, verse-speaking examiners, principles of colleges and others eminent in education or poetry.

Their case the question: "Which do you think more tech-



Adrian Henri—and friend—is he read on merit, or on his reputation?

On to higher things

Robin Smith and John Vale

What do sixth-formers want from higher education? Although the Department of Education and Science and other sources tell us where they end up, it is not possible to deduce from these statistics what the sixth-formers actually hoped to do, and how far their final choices are pragmatic solutions.

Some light is thrown on this by a pilot study we conducted on sixth-formers' intentions. This focused on three Northamptonshire schools: a boys' grammar, a girls' grammar and a small mixed, creamed comprehensive. The sixth-formers were given questionnaires and asked to indicate their intentions for post-school careers. The questionnaire was designed to show the degree of commitment to their particular choice of HE. As one might ex-

pect, more grammar school sixth-formers wanted higher education than those at the comprehensive. However, of the grammar school pupils, we noted to begin with more girls preferred higher education to immediate employment. This seems to run counter to the commonly accepted view that HE is male-dominated. While this result may be because of differences in the way schools affect their pupils' expectations, we have no reason to believe this is the case.

A further analysis of our results shows other differences between the sexes. Both boys and girls with O level passes of nine or more wanted to continue their education (predominantly at university), but a discrepancy occurs at the lower level of the GCE success range. When pupils with six or fewer O levels are asked their intentions, a considerably greater percentage of girls indicate their desire to continue with further study. Similar results were obtained from the comprehensive school. It is this lower range that accounts for the greater number of girls wishing to follow HE.

Most of our study was concerned with the forces which influence choice of future educational establishment—forces such as academic performance, knowledge of national and local institutions, and perceived status of institution, and so on. In our main sample of grammar school pupils, only half as many girls as boys expected to follow degree courses. Taken across the whole range of O levels, girls were significantly more likely than boys to opt for teaching courses at education colleges.

If thwarted in their attempt to enter into the institution of their first choice, less than half the boys remained steadfast in their intention to follow a full-time education course. One third would go on to employment with part-time education as an integral part, and a quarter would go straight into a job. Most girls chose alternatives, such as education colleges. Few opted for work. So while on the whole girls tend to apply for less "prestigious" courses and institutions, they remain firm in their desire at least to go into HE of one kind or another, whatever their actual educational attainment at school.

No data was collected on the possible reasons for these differences. One can speculate, however. Education colleges play a major role in girls' education (presumably because of the long and short run advantages of the teaching profession for women). As we discovered, and as can be seen from sex ratios in these colleges, they are considered predominantly a female preserve by male sixth-formers. This, and their relatively low requirements for entry (in terms of formal qualifications), explains the greater number of less well-qualified girls intending to continue.

But why are girls more enthusiastic than boys to go on to HE? It could be argued that job opportunities are still heavily loaded in favour of men. The attempt to gain paper qualifications at all costs represents a realistic appraisal of life-chances without them. This can be illustrated by the fact that the alternative route open to boys—sandwich courses, day release, apprenticeships—are less available to girls.

Whatever the reasons, it is clear that the closure of many colleges of education and the proposed cut-backs in teacher training will mean that many sixth-form girls will have to alter radically their intentions to bring them into line with the so-called "needs" of society.

Robin Smith and John Vale teach at Vene College of Education, Northampton.

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Break

Hello, Taylor

Last week the good ship *Inquiry* sailed up the Thames to Richmond, where a dozen of its crew disembarked in talk to the natives about how they managed and governed their schools. Captain Tom Taylor and his men (and women) have already docked at Caernarvon Bay, Humberside and the Isle of Wight, and there have also been island expeditions to Sheffield, Bedford and Ealing.

They were welcomed by Joan Salis, a Richmond member of the Taylor Committee, who said she hoped her old friends would spin some yarns to her new one about Richmond's new system of school government. But this was too jolly a way of carrying on for the local NUT officer, Norman Radley, who suggested they should have a proper meeting, at which motions on teacher representation could be moved. Tom Taylor explained diplomatically that they could get that sort of thing elsewhere; he and his officials preferred individual stories to official resolutions.

Tales there were a plenty. Just over a year ago the borough widened representation on its school managing bodies. Teachers and parents were elected by their own kind; political appointments other than councillors were stopped; all bodies could co-opt members of the community interested in education.

In certain schools this change had brought some little local difficulties. One parent complained of harassment by a fellow manager, a prominent councillor who had tried to prevent him from mobilizing parents to protest against teacher cuts last spring. Another governor spoke bitterly of the occasion when the representatives for his school were told by councillors that the governing body could only nominate their chairman from one particular political party.

From other less dramatic accounts, it was clear that much positive and constructive work was going on. Non-attendance at meetings for the first full year had fallen, only 11 per cent across 70 schools. Some parents and teachers had obviously learnt the procedural ropes fast, and steered discussion round to curriculum and control issues. Others were still tentative about their role, uncertain about their ability to influence any

thing more than the capitulation allowance or the state of the toilet.

Afterwards, over the nine pies and instant coffee, members of the committee carried out some more informal fact-finding. Aristides, wearing his managerial hat, answered some probing and pertinent questions from Councillor P. O. Fulton, Cleveland's education committee chairman. The conversation dealt up quickly, when, changing to a journalist's hat, Aristides invited him to return the compliment.

Not that Tom Taylor was any more specific about the Richmond evening. "Yes, it was a good meeting," he said this week. "and certainly one that was useful to my committee. I'm sorry I can't say more." Further details must await the *Inquiry's* final voyage, when the captain takes her up to Westminster to hand in the log book next September.

Tawney lives

Some pleasant frankness about an old chestnut from Sir William Pile, the DES permanent secretary, on Monday. Yes, he told Miss Janet Fookes MP and the select committee on expenditure, he had sent his children (one son, two daughters) to public schools. But that was 15 years ago, and he was not sure if he could afford to pay today's fees.

Times had changed. His neighbours (in stockbroker belt Sevenoaks, Kent) were now sending their children to state schools and were finding they were getting a good deal. Quite a lot of high ranking DES officials also now sent their children to state schools. Those who did not, felt no embarrassment about admitting it, it had no effect on their ability to carry out Government policy.

Maybe not in a formal way. But it seems that the Tawney maxim still holds true: those that make the plans do not experience the results.

Stalking in the undergrowth

While people discuss the idea of an open college in broad general terms and shelve it as something lovely to do when we are rich, the National Extension College, pioneer of the Open University, are getting on with three pilot projects.

The largest standing at Barnet College of Further Education, four years old and has about 150 of the NEC's correspondence students on 12 courses. These vary from the NEC's course for people taking up serious study after a long gap, to the least serious, a "level 1" Open University preparatory course. Students pay much less if they take the course through the college because of the subsidized fees—about £7.50 for a year com-

pared with up to £25 for NEC correspondence courses. The NEC simply sell the course materials to the college who then use their own tutors.

The other two projects are in an embryonic state. At Sutton College of Liberal Arts, the first Saturday meeting—a conference on returning to study—took place this month. It was attended by 32 NEC correspondence students and a DES inspector from the Department of Education and Science.

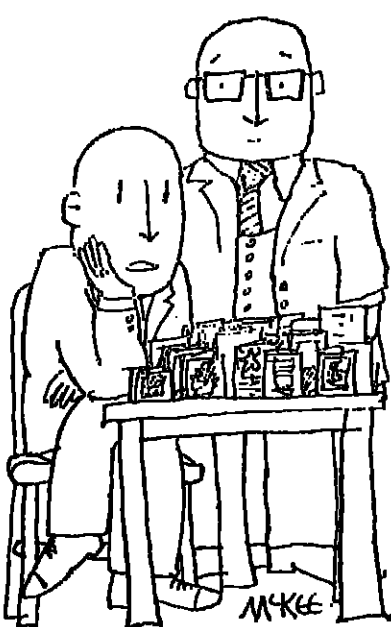
Sutton College is the non-vocational and mature students' part of the Sutton adult education service and has a full-time staff of nine and a part-time staff of about 500. Among them are plenty of people who would like to do more teaching, says the principal, Peter Batten. He can therefore run the same sort of courses in South London as Barnet provides in north of the Thames, though the aim is to see that they do not conflict.

At Kensington Institute of Adult Education, there are not enough students to warrant starting classes, but they hope to do so in January. Here, too, they will concentrate on Saturday classes once a month. They are offering four NEC courses—how to study effectively, writing for everyone, man in society and reading to learn. The last two are mainly used by students preparing for the Open University.

As an institute of adult education, Kensington is limited to non-examination subjects, since in the ILEA all examination subjects are taught in colleges. This means that the NEC courses, which will not be working with the NEC on GCE courses. But R. P. Howard, the institute's principal, is keen to extend the institute's academic range by providing general courses which go beyond the large amount of work they already do in basic literacy. The link with the NEC could provide not only the materials but also a useful form of validation.

Meanwhile the NEC are discussing plans for South Devon, Leeds, Birmingham and Bristol, with the long-term aim of setting up a national network of centres offering correspondence students occasional Saturday classes. Much depends on the goodwill of local authorities who are prepared to allow this development within the existing adult education provision. It also depends on finding tutors who have some experience of correspondence tutoring.

If such a network is established, all that the project will lack as a real pilot for an open college is broadcasting. The NEC give a gateway course for the Open University and in the first two years the BBC ran broadcasts to go with them. Since then there has been nothing and such discussions as go on are rather vague and limited to things which might fit into general further education programming.



"In a year of increased postage, a record number of pupils send me cards—all without stamps."

Deathcap warning

Pre-Christmas warning: In September IPC put out a warning about their Look and Learn Ninth Book of the Wonders of Nature issued on August 21. The book was withdrawn a week later when it was discovered that two captions had been transposed so that the death cap road-stool was described as harmless whereas in fact it is almost always fatal if eaten.

Unfortunately, about three and a half thousand copies of the book are still unaccounted for. If any one has one they should return it to the bookseller they bought it from or in case of difficulties to IPC. The full money will be refunded regardless of the state of the book. All copies are being destroyed and the whole annual cancelled—which means a total loss amounting to thousands of pounds for IPC. Information: IPC, Fleetway Annuals Department, Carlton House, 68 Great Queen Street, London WC2.

Cuts corner

Buckinghamshire are this week's cuts corner winner with their Scrooge decision not to serve Christmas dinners of turkey and plum pudding in schools this year.

That the cash saved is reported to be enough to pay at least two teachers salaries next year does raise the question of whatever they are going to give the children to eat that day instead.

Aristides



Life, as you know, is full of surprises. And that, believe me, gentle reader, goes for education, too. There was I clinging down the years to the proud boast that what ever might be wrong with our system we still had the best primary schools in the world. Then along comes the William Tyndale Junior School to give me second thoughts and along, too, comes Peter Wilby in the *Daily Express* to be surprised at what has been going on. "We don't know," he points out, "how to run our transport system, our social services, our cities or our schools. Is it, then, any matter for surprise that we don't know how to run our schools?"

Well that, I suppose, is one way of looking at things though I doubt if it would have satisfied old Jimmy Porter. He was my headmaster in the days when my primary school was still elementary. He clearly thought that I knew how to run his school. I think that he would have been taken aback as I was when Mr Wilby brought us up to date.

Asking for schools to return to the traditional certainties of 40 years ago is like asking for the primaries to be put back on the Old Kent Road. Teaching nothing but the basic skills, with a few snippets of general knowledge, long ceased to be an adequate basis for an education system.

In a primitive society, lighting fires and hunting are almost the only necessary skills and every one needs them. In an advanced society of rapid change, children have to learn how to acquire new skills, how to track down and evaluate information, how to make choices and decisions, how to identify and develop their own talents so that they can find their places in a highly differentiated labour system.

I must confess that at that point in Mr Wilby's article I found myself going back, not for the first time, to something that Matthew Arnold wrote in his *General Report of Elementary Schools for the year 1878*. "I make no apology for repeating it here:

"Our schools deal with children of from four to 13 years of age. We should constantly have the thought present to our minds, and the more so, the more we get out of primary schools become a great and complicated affair and attracts the attention of a number of ingenious and active-minded persons. Our system may be highly complicated, and the educationists, as they call themselves, who take an interest in it, may be highly ingenious; but the matter in hand is, after all, the instruction of children between the ages of four and 13, and this is a plain and simple affair, and the more we complicate ourselves to conceive and treat it as such, the better."

Fortified by Matthew Arnold, I returned to Mr Wilby. After the glimpse he had given us of all the tasks that face the modern infant, I was not, I confess, prepared for his assurance that the most fundamental methods of modern education remain the same. That, after all, Mr Matthew Arnold's view and here we have Mr Wilby's view and here we have I suppose that we were now over the hills and far away. Nor did it expect him to tell me, as he did, that the real difficulties of modern education methods are not the demands they make on children but the demands they make on adults, both parents and teachers. After that earlier passage in his article I supposed that it was the child, if anybody, who had a lot on his plate.

This, however, was a chapter of surprises and Mr Wilby had one more in store for me. For he quoted John Dewey: "Genius among teachers is as rare as genius in other realms of human activity. Education is, and forever will be, in the hands of ordinary men and women." As a salutary reminder to the educationists, with all their elegant notions, this is a quotation fit to stand beside my Matthew Arnold and I am glad to have it.

Edward Mayer

THE TIMES Educational Supplement

FRIDAY DECEMBER 26 1975 NUMBER 3160

Only 307 shopping days to Christmas

Hardly through, Fortescue. Pity the office party got out of hand. I knew it was a mistake to let the red biddy run out a quarter of an hour before the guests arrived. Those boys from the Think Tank...

"Only superficial damage, sir. Fortunately I'd locked up the paper clips..."

"Mind you, Fortescue—after 20 years in politics, I'm still a child at heart. I always enjoy these Christmas festivities. I thought Terence Miller was excellent in *Little Red Riding Hood* at the North London Poly. The wolf was good, too."

"...And hidden the Grip-fix..."

"The Ministry of Defence put on *The Yeoman of the Guard*—a bit thin this year, I thought. Half the chorus went in the defence suits..."

"I heard the DHSS were doing an emergencies-only version of *Patients*..."

"No matter, sir. Your sandwiches for the journey are in your red box in case you are hi-jacked."

"Thank you, Fortescue. You think of everything. I can certainly say that we are all in excellent heart after a few turbulent weeks, culminating in that nasty Chrysler affair. What kind are they?"

"Fish Paste, sir."

"My favourite. It would be very distinguished to be made a hostage. I must discuss it with my European colleagues, and see if this could be arranged. Where was I?"

"Chrysler, sir."

"Yes, of course. There was a real risk of losing jobs in Scotland."

"Not to mention a few in the Cabinet, I gather."

"You mustn't believe everything you read in the papers, Fortescue..."

"Harold was wonderful. He worked out a rota. We all take it in turns to resign and then withdraw our resignation in response to his man-to-man plea. He's just waiting for Reg's turn to come up."

"How ingenious, sir."

"Just part of the ordinary cut and thrust of Cabinet government, Fortescue."

"More cut than thrust just now, it seems."

"Well, anyway—thank goodness it's over. You know, I really came out of the expenditure review very well. They never noticed I still had my gold watch. They even forgot to make me turn out my pockets..."

"Did you say well, sir?"

"...Not that they'd have found very much: there's an old trick I learned at Warwick, keep your reserve bus fare stowed into the lining of your jacket..."

"What with a standstill..."

"Certainly we've done well, Fortescue. Half a billion pounds isn't very much if you say it quickly with a cold in your nose. It'll take three years to be fully effective, and who knows who'll be Minister then? Might be Tony Crosland or even the Member for Chelmsford."

"...and a loss of 20,000 teachers' jobs?"

"But not in Scotland, Fortescue."

"I don't quite understand, Secretary of State. Why is it good to have 20,000 people making cars that nobody will buy, and bad to have 20,000 teachers and nurses whom everybody wants?"

"Really, Fortescue, you don't listen. If those Linwood car workers could be turned into Strathclyde teachers there'd be no trouble. But they can't. So we must pay them to make cars to compete against British Leyland."

"But I thought British Leyland was backed by the National Enterprise Board."

"Quite right, Fortescue. But being nationalized, British Leyland can't make a profit, so nobody need lose his job. We can build up Chrysler for Mr Riccardo at the expense of Lord Ryder."

"I thought we were building up them both at the expense of the NUT."

"Too much Tory propaganda. That's your trouble."

"There's just one last piece of cheerful news. The Headmasters' Conference have elected you as their patron."

"Who, me?"

"Yes, sir, they say you've founded more independent grammar schools this year than anyone since Henry VI."

"Well, I do think that's kind."

"Mrs Thatcher used to say that it was little things like that which made it all worth while."

"Quite so, Fortescue. I shall now face 1976 with fortitude and resignation..."

"Did you say resignation, sir?"

No comment

While both teacher and parent understand the importance of sand in play, only the teacher understands why both wet and dry sand are important, and why they should be provided on different days—contributed by a British Psychological Society meeting on pre-school education.

More fun and games at William Tyndale—but the fun really is fun and the games are all to do with it being Christmas.

This is the end-of-term party at the infants school, where life has carried on largely unaffected by the inquiry into events at the junior school.

Report on week eight of the inquiry, page 3



Bill aimed at rebel I.e.a.s

No selection and fully comprehensive schools are demanded in the Government's Education Bill published last week.

Not employers' job to bridge gap

Employers reject a plan for special courses to bridge the gap between school and work. It is not their job, they say, to make up for low standards in schools. This emerged at a BACIR conference in London.

Workshop for handicapped

An industrial unit for ESN and handicapped children in Uxbridge will improve employment prospects. Jane Fehmann reports.

Culture feast

Victoria Radin offers a new slant on the history of holidays, Bernard Denzil looks at the cultural significance of cigarette packets; Peter Levi on Spanish art; Peter Pennington on a variety of school plays; Christopher Griffin-Beale on an exhibition of the work of Maurice Sendak.

Praise for Petrushka

Michael Church on the importance of our penchant for nostalgia, and on the origins of two Diaghilev ballets which have recently been revived at Covent Garden.

And a partridge in a pear tree...

Aristides, with the help of cartoonist David McKee, is handing out Christmas presents. What's on the Christmas tree? Mr. Mulvey, Norman St. John-Stevens, the NUT, John Valzey and many others.

Science, page 8
The importance of getting nuclear power into our industries is discussed by John Mould.

Foreign, page 6
United States: needs of the poor; new row over Boston busing; France: boost for nurseries.

Letters, page 7
Mistaken for NUS leaders; NUT and teachers' morals; furniture designs; early retirement; economy measures.

Features, page 9-11
Jeremy Bugler on Louis Alexander; Adeline Hartcup on gypsy literacy; pictures from "Problem in the City" exhibition.

Books, pages 12, 14
Eileen Barker on "relative" knowledge. John Eggleston on Eric Milt. Winter. Anthony Flew on philosophy and education; mathematics textbooks. Resources, pages 15, 16

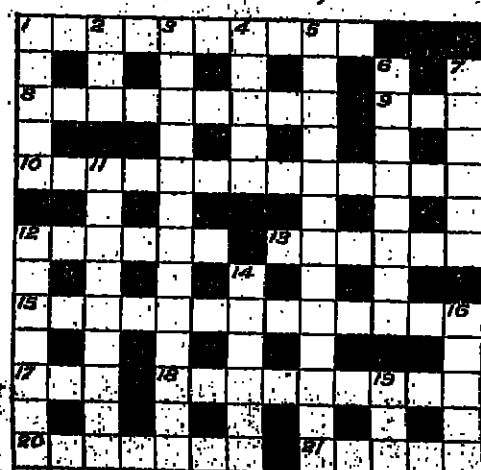
Paul McGee on Programme Fayre; reviews of materials for Third World studies; M. J. Clark on filmstrips on the United States.

Talkback, page 17
Book review competition winners; Christmas in school.

Leaders, page 2; Personal Column, page 4; In brief, page 8; Sport, page 8; Aristides, page 24; Buckley, crossword, chess, page 24.

Classified ad
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Crossword No 1,012



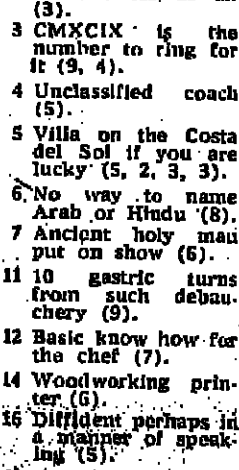
Across

- The bear kind of design for your record player (10).
- Musical activity may be just a chore to a distracted arts student (9).
- Accented by the moderns when old (8).
- High horticulture for those who have no grounds for development (4, 9).
- Queensdown, Canada (6).

Down

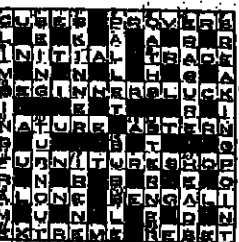
- The abrasive part of the discourse (5).

- Initially a communal life for us all (3).
- CMXCIX is the number to ring for it (9, 4).
- Unclassified coach (5).
- Villa on the Costa del Sol is very lucky (5, 2, 3, 3).
- No way to name Arab or Hindu (8).
- Ancient holy man put on show (6).
- In gastric turns from such debauchery (9).
- Basic know how for the chef (7).
- Woodworking printer (6).
- Diffident perhaps in manner of speaking (5).
- Ben Adhem's name — all the same (Leigh Hunt) (3).



Across

- 13 Is there no discernible sign in such soccer clubs? (6).
- 14 If you do, Peter will know you believe in fairies (4, 4, 5).
- 15 Carmen's solo (3).
- 16 Lady relatively on target (4, 3).
- 20 Clerics that are not regular, yet not irregular (7).
- 21 Edwidge has long eyes (5).



Bridge

Bidding against the odds

In the writer of systems designed to keep partners out of trouble when their contract is dependent on trump distribution, we are apt to forget that bridge is in essence a gambling game because much of the speculative element has disappeared from tournament play. Most competitors have learnt how suits are likely to be divided, but they obtain precise information only when there has been bidding by both sides on pre-arranged values. So they tend to be guided strictly by mathematical probabilities which, in the slam zone, are of paramount importance.

With nine trumps, headed by the ace king, between two hands, a declarer risks a game contract which he knows to depend on the four missing trumps splitting 2-2; but he is unlikely to attempt a grand slam even if he has every ace and king, where it hangs on this even division. Experience soon convinces him that an even number of missing cards divide unevenly. Four cards break 2-2 only 90 per cent of the time. Their most probable division is 3-1, 50 per cent, while the least probable, 4-0, is a mere 10 per cent.

Where I used to obtain satisfaction from obtaining a large score by ignoring the laws of probability, I now feel slightly ashamed of a suc-

cessful gamble where the odds are in my favour. I have no desire to speculate in a grand slam which is not a better than two to one chance, but I was recently trapped after having opened vulnerable on a minimum. My partner had no means of ascertaining whether I held the queen of my suit on which the contract might have hung; fortunately for us, her instinct was superior to her knowledge.

North South game; dealer East.

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Letters to the Editor

Daft deadline on 16-plus

Sir—The Schools Council has published its promised document on examinations at 16 plus, *Proposals for the Future*. Accompanied by a suitable publicity and instant opinion from the press it was issued months ago. As is now quite usual, comment was invited from all concerned with a deadline set for February 29, 1976. Subject associations received a single copy at their headquarters and members could study a copy because all schools would also be supplied. (We all face financial difficulties and, after all, public money is involved). Other copies would have to be purchased. The whole document is copyright.

So far, so good. The timing was tight, later than previous schedules indicated but, not completely impossible. At least our members might quickly be informed of its immediate presence in school. Notes appeared in bulletins and newsletters, those interested were alerted. But the document did not appear, and at the time of writing still remains in limbo.

Now we hear via press reports that the time limit has been extended by one month. But schools are still without their copies and Christmas is upon us. Reasoned comment from those most involved cannot possibly be returned inside even the new deadline. By luck, some subject associations with fortunate meeting dates have been able to respond. (This merely illustrates one more advantage of Schools Council co-operation with these bodies.)

This is not general and a considerable extension of the time limit for reception of opinion is not only justified but necessary. May I, through your columns, add the voice of subject teaching associations to appeals for more time?

DERRICK GRADY, Chairman, Association of Subject Teaching Associations.

Waste of time and money

Sir—Without a doubt, in-service courses for teachers are very useful and it is gratifying that more and more universities and colleges of education are offering BEd, MEd, and MA in education courses to serving teachers.

What is amazing, however, is the lack of unity and agreement among colleges throughout the country. They do not apparently take into consideration the mobile nature of the teaching force, with the result that there is wastage of public resources, labour and talents of both college staff and serving teachers.

A teacher who spends a year or less attending such a course is not exempted from the same stage in any college or university outside the jurisdiction of his own.

ABDUL SHAKOOR BORA, Ilavecock School, Grimsby.

Love of language

Sir—Stuart Harris's outline of a possible English course based on the history of the language (Letters, November 28) follows closely a syllabus I have used with adults in a course of renewal education.

It provides a useful way of bringing together the odds and ends of history left in people's minds from school days as well as of unifying puzzles in grammar and usage and the vagaries of our orthography. It made a good introduction to the study of Chaucer and Shakespeare.

Such a syllabus can help vocabulary enlargement and the study of when new words come into the language is a point at which social history and the growth of ideas can be explored. It is important for the students to see the language as a whole and I found that this can be the most difficult part of it for students at least part-time ones, to seize.

ENID HUTCHINSON, 92 Church Road, Richmond.

Parents' right to choose?

Sir—I was rather surprised to read a letter from Mr J. B. Phillips, of Battersea Grammar School (December 12) in which he argues that Mr St John-Stevens was wrong to cite Article 2 of the Protocol of the European Convention on Human Rights as being valid for parental rights in education. He also goes on to suggest cynically that lawyers would grow fat on any litigation on this point, and asks why the argument has never been used before by schools faced with reorganization.

It is difficult to see how any lawyer could grow fat if there was no case to answer, and no argument is invalidated for want of a precedent. We have already had an expert opinion on this matter when Professor Dr A. Wortley QC wrote in *The Times* on November 25 to

the effect that Anthony Eden's declaration when he signed the protocol in no way detracts from the clear rights of parents to choose their children's schooling. As has only recently been clearly demonstrated in the TV licence case, the right of appeal, it is still possible for an individual to challenge "Them"—and win conclusively, and I am quite certain that there is room for yet another landmark to be made in English legal history.

William Pitt rightly said in 1783: "Necessity is the plea for every infringement of human freedom. It is the argument of tyrants; it is the creed of slaves." WESLEY WOOLHOUSE, Committee member, Battersea Grammar School Parents' Association.

Eric Hawkins

side by side with quite insignificant little stations. I could also see some important provincial establishments like Rugby and, of course, presiding over the whole meeting was this very president, the master of Paddington.

The latter was a formidable figure and when, in due course, he was called to give the presidential address he was received with rapture by the assembled masters. In particular the applause grew deafening whenever he criticized the Government which was guilty, it appeared, of wanting to bring the railways into the twentieth century. It was obviously an article of faith with the masters that the shape of British Railways had been laid up in Heaven in the nineteenth century, in the age of steam and that anybody who laid hands on the stations was motivated by, or at least was dangerously flirting with, an evil dogma called democracy.

After the presidential address there was a somewhat confused debate on a motion for the immediate establishment of single-sex trains, and even an amendment (which was rejected) in favour of single-sex stations. The supporters of the motion wondered how the motion could have been blind for so long to the physiological differences between men and women which made it inappropriate for them to undertake this journey together. Against this it was suggested that the content of the station booklets nowadays made it difficult for even the most preoccupied traveller not to perceive the considerable, and to some most welcome, differences; but this intervention was judged irrelevant in a serious discussion.

The debate was curtailed to make time for the main resolution to be moved by the president himself. This motion roused the most intense interest. It was nothing less than the proposal that every station in the land should erect in the

station entrance an honour board in oak on which each year should be inscribed in gold letters the names of those passengers who had been fortunate enough to have encouraged parents and the regulars' and who had booked seats from the station in question to Oxford or Cambridge.

The master painted in glowing colours the many advantages of this scheme, in particular pointing out how it would provide an incentive to other passengers to book similar lines, even though, as he laughingly put it, they might be infinitely happier and more useful to their fellows if they went on a quite different journey to another station. Speaker after speaker, especially from stations on Oxford, or Cambridge, lines rose to support the resolution, and the enthusiasm was at its height when the master of a station I had not heard of (a rather insignificant figure in a tattered cap) asked permission to speak.

He wished, he said nervously, to oppose the motion. There was an ominous rumble from the hall but he stumbled on with his argument, trying to make himself heard. The gist of his case, so far as I could gather, was that stations, and station-masters, exist to serve the passengers; no matter whether the passengers held first-class or third-

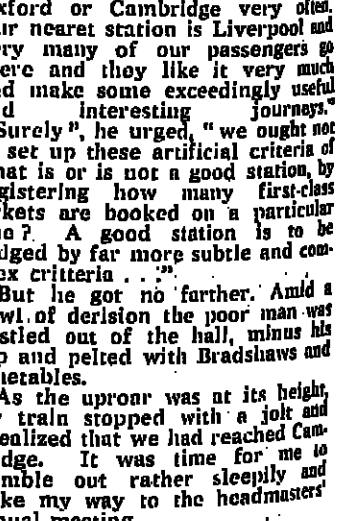


class tickets and no matter which line the book their tickets on. "We should," he said, "as good station-masters take pride in the service we give our passengers. In our service, in the interest, the safety, the sheer enjoyment of the journey, whatever the route or the destination."

"My station," he went on humbly, "doesn't issue tickets for Oxford or Cambridge very often. Our nearest station is Liverpool and very many of our passengers go there and they like it very much and make some exceedingly useful and interesting journeys."

"Surely," he urged, "we ought not to set up these artificial criteria of what is or is not a good station, by registering how many first-class tickets are booked on a particular line? A good station is to be judged by far more subtle and complex criteria..."

But he got no farther. Amid a howl of derision the poor man was hustled out of the hall, minus his cap and pelted with Bradshaws and time-tables.



As the uproar was at its height my train stopped with a jolt and I realized that we had reached Cambridge. It was time for me to stumble out rather sleepily to make my way to the headmaster's annual meeting.

Professor Eric Hawkins is director of the Language Teaching Centre, York University.

1976 Act will 'require' all l.e.a.s to end selection

by Mark Vaughan

All l.e.a.s will be required to end selection and submit plans for comprehensive schools under the terms of a Bill published by the Government last week.

If passed by Parliament, the 1976 Education Act will also allow the Secretary of State for Education and Science to "require" l.e.a.s to tell him of their plans to take up places at independent schools. He will be able to approve or reject these and to revoke previous approvals.

Governors and managers of voluntary schools may be required to submit comprehensive plans to help to complete authorities' secondary reorganization schemes. The Secretary of State can call for fresh proposals if he does not like them.

The Bill states that l.e.a.s will have to implement proposals submitted to the Secretary of State "within five years after the date on which they are submitted or transmitted". But proposals affecting voluntary aided schools will not be approved if the managers or governors satisfy the Minister that they cannot meet their share of the cost.

Authorities will be permitted to charge less than the economic cost for school milk.

Another clause extends mandatory student awards to cover courses for the higher diplomas of the new Technician Education Council and the Business Education Council which replace existing HND courses.

The Bill will not affect schools for the physically and mentally handicapped, or schools for music and dancing.

The clause which requires l.e.a.s to have not yet completed secondary reorganization along comprehensive lines to submit proposals says that "local education authorities shall, in the exercise and performance of their powers and duties relating to secondary education, have regard to the general principle that such education is to be provided only in schools where the arrangements for the admission of pupils are not based (wholly or partly) on selection by reference to ability or aptitude."

Another clause says: "If at any time it appears to the Secretary of State that progress or further progress in giving effect to the

comprehensive principle is required in the area or any part of the area of any l.e.a., he may require the authority to prepare and submit to him, within such time as he may specify, proposals of giving effect to that principle in the area of the authority or in any part of that area specified by him."

Before submitting a scheme, however, an l.e.a. should consult the managers or governors or people representing them, of every voluntary school affected by their proposals. And if the managers or governors ask for their own proposals to be sent to the Secretary of State, then the l.e.a.s should do so.

The Bill is undoubtedly aimed mainly at the seven rebel authorities—Bexley, Buckinghamshire, Essex, Kingston-upon-Thames, Redbridge, Surrey and Trafford. It also covers another 30 or so of the 105 English and Welsh authorities whose response to the DES Circular 4/74 was not specific enough.

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Tyndale head to tell inquiry about 'siege'

by Mark Jackson

"The siege of William Tyndale" will be described next week when the inquiry into the London primary school resumes.

This is the version of events that will be presented by the head, Mr Terry Ellis, and his teachers, who have according to their counsel, Mr Stephen Sedley, "been put into a state of siege."

Mr Sedley told the inquiry last week that he would show how the teachers managed to maintain the school's performance despite a massive campaign originating in playground and town hall gossip "and culminating in widespread press and television attacks."

Cross-examination of the managers, Mr Sedley claimed, had already yielded evidence of a "caucus" who were intent on bending and circumventing ILEA rules in order to unseat the head.

The last of these managers to give evidence (except one who will return later to complete her testimony) was Mrs Elizabeth Hoodless. Within a month of joining the Tyndale managers, she said, she had secured a confidential meeting with the chairman of the ILEA's schools sub-committee. A month later she started a petition demanding that the ILEA should consider reorganizing the school.

But Mrs Hoodless, wife of the deputy leader of Islington Council, denied she was a "political plant" appointed by the local Labour Party to push for ILEA intervention in the school. She was appointed simply because there was a vacancy.

With her on the visit to Mr Har-

vey Hinds went three other managers who told the inquiry. He insists that they should be "Labour representatives", she alleged in background notes which she supplied to Mr Auld.

The first visit, in February, was arranged by her husband. The following month she saw Mr Hinds again and told him that to act he would need indications of "communal concern". The words "petitions" and "resolutions" were mentioned. She took them to mean he wanted a petition.

She might not have got a resolution moved at her ward Labour Party meeting, and arranged to help a councillor to prepare a petition.

Mr Hinds has already denied in evidence that he at any point suggested to anyone that they should organize a petition. Mrs Hoodless said: "At no time did he suggest that we should not do it."

In reply to Mr Auld, Mrs Hoodless said she had neither consulted the managers beforehand nor informed them afterwards of her meetings.

"I can see that it would have been better to have involved them but at the time it did not cross my mind", she said.

Asked if she had considered that she might be causing damage to the school in circulating the petition she said: "We thought that it was a risk, but that it was taking a worse risk to let the situation continue."

When it was presented to the edu-

cation committee by Mrs Anne Pogo, Islington's nominated ILEA member, it did not contain the 300 names which Mrs Pogo had suggested would be a respectable figure. And the names did not include that of a single Tyndale junior parent because those circulating it had not approached any.

They did not want to alarm Islington's children at the school, she said. In the end they got to know about the petition anyway.

Mrs Hoodless had earlier told the inquiry of a telephone call she made to an ILEA inspector who was not involved in the Islington division. On February 14, three weeks after she became a manager, he advised her that since the managers had exhausted officer-levels, they would have to use their political contacts.

Her account of the conversation was challenged by Mr Davidson. She denied that she discussed ways of getting rid of Mr Ellis. All she was trying to do at the time was "to get the situation resolved."

When Mr Auld repeated the suggestion she insisted: "We never wanted to get rid of Mr Ellis as head, and we never discussed the disciplinary procedure."

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Masters seek a breather on common 16-plus exam

The Assistant Masters' Association has asked for a full-scale attack on the plans for a common examination system at 16-plus. The association's leaders have written to the Schools Council demanding that any decision on the common system be put off for at least a year.

And at their annual conference next week, they are likely to pass a motion condemning the whole idea of a common examining system.

Mr Andrew Hutchings, general secretary of the AMA, said last week that many of his members had not yet received the report on the feasibility studies of the common examination system. Yet the Schools Council released the report in September.

At present the council are planning to make a decision on the proposed system next March. But Mr Hutchings said it would be unreasonable for a final decision to be taken when many teachers had not even had a chance to study all the available evidence. And he has told the Schools Council they should postpone making a recommendation until March, 1977.

Mr Mark Stedman, assistant secretary of the AMA, said that if a common examining system at 16-plus were introduced his members would probably favour an evolutionary change in the examination boards' administrative structure. He did not think they would back the Schools Council joint examinations sub-committee recommendation for brand new regional and provincial boards.

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Thermal Physics

C. J. Adkins, M.A., Ph.D.

Thermal Physics, the second book in the *Understanding Physics* series designed to cover the latest GCE A-Level syllabuses of most examination Boards, is up-to-date as regards recent changes which are now largely incorporated into physics syllabuses. It follows the recommendations of the Symbols Committee of the Royal Society with regard to conventions for showing physical quantities and their units, and it incorporates the modern definitions of temperature scales.

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United States Federal blueprint stresses needs of poor

from Michael Binyon

WASHINGTON While Congress and the President bargain about how much money should be spent on education next year, the Department of Health, Education and Welfare has drawn up its "ideal" education programme for 1977, at a cost of \$25,000—three times this year's budget.

The plan is only a preliminary bargaining document and details are still secret. But it sets out what the department thinks the Federal Government ought to be doing in a field that is overwhelmingly the preserve of the State legislatures. Priority should be given to problems "national in scope and national in importance"—in particular helping the poor and minority groups. Last year this accounted for 61 per cent of HEW's budget. Next year's plan increases this to 62 per cent—but even so, under half those eligible will benefit.

Serious consequences flow from their lack of education, the plan argues: low productivity, unemployment, increased welfare burdens and a general inability of these people to carry out their responsibilities as citizens.

Government money should therefore be spent on compensatory education, fighting adult illiteracy, getting rid of racial and sexual discrimination, and on manpower training to overcome shortages that damage the whole economy.

Washington has two other basic duties: carrying out research to avoid duplication in 50 separate States and assessing the general state of education throughout the country—the primary mission of the Office of Education when it was set up in 1967.

As part of this assessment, the plan looks 10 years ahead, and identifies seven "critical" issues. The first is falling numbers. From now until 1981 there will be a 7 per cent drop in pupil numbers in the first eight years of school, and an 11 per cent drop in the remaining four. Overall, up till 1984 there will be 4,600,000 fewer children at school.

New row over Boston bussing

Racial violence flared up again in Boston this month and bitter arguments over bussing were renewed throughout the country. After Judge Arthur Garrity ordered South Boston High School to be taken over by a school superintendent.

The judge made his order after an appeal by lawyers for the National Association of Americans for the Advancement of Coloured People that the school be closed because of constant threats, fights and attacks on the black children being bussed there.

The judge, who visited the school twice himself, found that the association had proved its contention that because of harassment and discrimination black pupils were not receiving "the peaceful desegregated education that they have a right to".

Last year Judge Garrity ordered limited bussing at South Boston High after finding that the School Committee had followed a 10-year policy of deliberate segregation.

The school, in a largely Irish

working-class district, has been a centre of opposition to bussing. Its committee has often clashed in court with Judge Garrity, and after a series of hearings the United States Civil Rights Commission recommended in April that the school be taken over by the State.

The judge has forbidden the School Committee to make any new appointments during the receivership. Ironically the man appointed to administer the school, Mr Joseph McDonough, is the brother of John McDonough, chairman of the School Committee and a vigorous opponent of bussing.

A survey by *The New York Times* shows that in the past 18 months, since court-ordered bussing began in Boston, at least 17,760 white pupils had been taken from the schools.

Many have gone to newly established private schools in white neighbourhoods, some have dropped out of school altogether, others have moved with their families outside the Boston area.

Union merger breaks down

Teachers in the State of New York are to disaffiliate from America's largest national teachers' union, dissolving a three-year-old merger, the only one in the country, with a rival teachers' union. The split comes as teachers are threatened by disaffiliation, pension cuts and school closures as a result of New York City's financial crisis.

The break-up of the merger signals the failure of an attempt by the largest State teachers' organization to end the bitter rivalry between the National Educational Association, America's second largest trade union, and the smaller, but more militant, American Federation of Teachers.

The two unions compete for membership in all other 48 States and a spokesman for the NEA said the break would now mean "open war"

fare" between the two in New York State as well.

One immediate reason for the break, New York teachers said, was a threat by the NEA to expel their organization because it did not elect officers by secret ballot and because it did not believe direct appointment of officers representing ethnic minorities was necessary or democratic. Two principles recently enshrined in the NEA's new constitution, New York teachers said the merger had allowed them to forget inter-union rivalry when trying to negotiate with the city and State over the many problems facing them.

With 217,000 teachers, the United States organization was the largest in the world. A ballot of all New York teachers to approve affiliation just to the AFT will be held next month.

Lapland Lapps turn to fresh fields

from Mike Duckenfield

STOCKHOLM

Improved teacher training facilities and more textbooks are the two main educational points in the Norwegian Government's new action plan for the future of Lapland.

The proposals underline the fact that reindeer herding is no more the main source of income and survival for the tiny 30,000 Lapp minority scattered throughout the country's most northerly county than it is for Lapps in neighbouring Finland, Sweden and the Soviet Union.

Although Norway has an estimated 400,000 reindeer—too many for the available grazing ground—only 2,000 Lapps make a living from them, and only about 500 exclusively so. As in the rest of Lapland, the accent now is on minerals, farming and tourism.

Attempts to stop the depopulation of this 1,000-mile wide Arctic wilderness have led to almost as big an infusion of educational facilities as it has of industry.

In Norway, there is a secondary school providing both general and vocational education for Lapps and a training course for Lapp teachers. A new cultural centre near the Finnish border at Krasjok is to be organized as a museum gathering materials, studying and watching on Lapp problems.

To help solve the lack of textbooks more new teaching aids are to be prepared by the Nordic Lapp Institute. Jointly financed by the Norwegian, Swedish and Finnish governments, it is situated at Kautokeino, close to where the three countries meet.

The Lapp language, which is related to Finnish, Hungarian and several minority tongues in North and Baltic Russia, has given a dialect. Work on it was given a boost this autumn by the creation of Sweden's first professorship in the subject.

Mr Nils-Eric Hanségård, who will



Reindeer round-up: a dwindling industry.

be assisted in the new Lapp department at Umeå University by one of the region's Lapp priests, is the holder of Scandinavia's fourth such post following appointments at Oslo and Tromsø Universities in Norway and Oulu University in Finland. The Soviet Union also has a tradition of research in the language.

At Scarborough I was a delegate for Imperial College students. I am not affiliated to any political party or grouping, yet I was designated at Al Stewart's misrepresentation of the Electoral Reform Society.

As usual the people who are losing by this power-politics and careerism are the students the NUS claim to represent. Charles Clarke maintains that a national ballot as proposed to conference "would dramatically weaken the voice of the small student unions". Perhaps he would like to explain the following:

NUS has 805 constituent organizations. NUS Press Office say that 750 of these have enough members to warrant them sending delegates to national conferences. The Press Office further acknowledge that only 360 C.O.'s sent delegates to Scarborough.

Broad Left executive members claim to implement NUS policy and to further. So nothing was done in India, where Mrs Gandhi's "repression of civil rights" was in line with Moscow thinking. However, telegrams were sent to Argentina, where no mandate exists. Sue Slipman's acceptance of the Moscow sponsored Excel Student Union at a recent CUE seminar is another case of the NUS executive paying less than lip service to mandates.

"NUS is one of the most democratic organisations of its kind", says Mr Clarke. A few more statements like that and it won't just be Mr Stewart and Miss Slipman whose words are bated with mistrust by the student body.

Early in the Scarborough conference Mr Stewart said "Conference, I will try and conduct myself in a more mature manner". Let me echo his sentiments, applying them to a politically sterile executive. "Conference is the sovereign body of NUS", they proclaim, proceeding to contrive to demonstrate the level of a farce. A farce that further alienates student and public opinion alike. A hundred times Mr Stewart, for hypocrisy.

CLIVE DEWEY, Mathematics Dept., Imperial College, London

Wrong conclusion
Sir,—Mr Dennis Walker (Letters, 12.12.78) attributes to my report on juvenile stealing a conclusion that "nine out of 10 boys steal". At no time have I reported a finding that could reasonably be so interpreted.

With regard to the payment of £1 to boys as an inducement to take part, there was no suggestion that this was no more than a small fee in return for the four-five hours they would be giving us for interviewing and travelling time. In any case, that feature of the questioning procedure and on the evidence of those tests is not a distorting factor. This is also the case with regard to the anonymity of the boys. Indeed the major problem met with in the development of the eliciting technique was the strong tendency of boys to hold back information about stealing.

WILLIAM BELSON, 41 York Mews, Prince of Wales Drive, London SW11.

Youngsters reach sporting heights
Sir,—I was amused and amazed to read your badminton correspondent's comment about the English Schools under-14 badminton championships. "Despite their tender years they will play full-size court" is over nets of regulation height.

Has your correspondent never watched 12 and 13-year-olds play

France Nurseries get extra boost

from William Farr

PARIS The 300,000-strong National Union of Primary School Teachers has persuaded the Ministry of Education to make a further increase in the number of established teaching posts and classes in nursery schools.

Next month an extra 1,200 nursery school classes will be created. These are in addition to 900 classes created in September within the Budget provisions and 500 more set up during the first term when enrolment turned out to be larger than had been expected.

The latest increase is in response to demands that classes should not be bigger than 25.

The 1,200 new classes fall within a development plan which foresees the creation of 11,000 new classes. This would increase the number of pre-primary school classes run or subsidized by the State from around 50,000 to 60,000. The number of children aged two to six enrolled for this year is 2,600,000.

As from next month 6,000 non-established auxiliary posts will be come established. This again is in addition to 4,000 posts (instead of 2,000 foreseen in the Budget) created in September. The unions have been promised that by 1980 there will be no non-established primary school auxiliaries working on short-term contracts.

Sorting the sheep from the goats

Of 140 candidates for two agricultural courses in the Alps for woodland courses in the Alps for sheep and goats, only one is the son of a farmer. The others have all obtained their education elsewhere. Most of the candidates said that they had had enough of living in towns. Two from the Alps area said that they felt more friendly to animals than humans.

Dismay and mistrust for NUS leaders

Sir,—Congratulations on being one of the few journals, respected by students, to say "It is difficult to imagine a less democratic body than the NUS". (TES, December 12.)

As a student journalist I have covered two NUS conferences for *Sennet*, London's student paper. On both occasions I have been dismayed at the level of political infighting and wholesale irrelevancy of the events. Conference rarely makes decisions that improve NUS's credibility. The international debates are prime examples of conference's pertinence to British students.

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Broad Left executive members claim to implement NUS policy and to further. So nothing was done in India, where Mrs Gandhi's "repression of civil rights" was in line with Moscow thinking. However, telegrams were sent to Argentina, where no mandate exists. Sue Slipman's acceptance of the Moscow sponsored Excel Student Union at a recent CUE seminar is another case of the NUS executive paying less than lip service to mandates.

"NUS is one of the most democratic organisations of its kind", says Mr Clarke. A few more statements like that and it won't just be Mr Stewart and Miss Slipman whose words are bated with mistrust by the student body.

Early in the Scarborough conference Mr Stewart said "Conference, I will try and conduct myself in a more mature manner". Let me echo his sentiments, applying them to a politically sterile executive. "Conference is the sovereign body of NUS", they proclaim, proceeding to contrive to demonstrate the level of a farce. A farce that further alienates student and public opinion alike. A hundred times Mr Stewart, for hypocrisy.

CLIVE DEWEY, Mathematics Dept., Imperial College, London

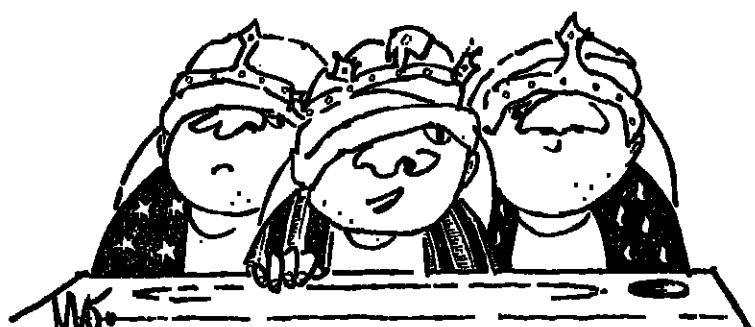
Wrong conclusion
Sir,—Mr Dennis Walker (Letters, 12.12.78) attributes to my report on juvenile stealing a conclusion that "nine out of 10 boys steal". At no time have I reported a finding that could reasonably be so interpreted.

With regard to the payment of £1 to boys as an inducement to take part, there was no suggestion that this was no more than a small fee in return for the four-five hours they would be giving us for interviewing and travelling time. In any case, that feature of the questioning procedure and on the evidence of those tests is not a distorting factor. This is also the case with regard to the anonymity of the boys. Indeed the major problem met with in the development of the eliciting technique was the strong tendency of boys to hold back information about stealing.

WILLIAM BELSON, 41 York Mews, Prince of Wales Drive, London SW11.

Youngsters reach sporting heights
Sir,—I was amused and amazed to read your badminton correspondent's comment about the English Schools under-14 badminton championships. "Despite their tender years they will play full-size court" is over nets of regulation height.

Has your correspondent never watched 12 and 13-year-olds play



Balthazar says he wants his sweets back Miss, or he won't be following your star.

Judge and jury of our morals

Sir,—I note that the National Union of Teachers have now come out as the guardian of teacher's morals and are to revoke the membership of any teacher found guilty of transgressing their standards of moral behaviour. Presumably the officials of the union will also act as judge and jury in deciding the innocence and guilt of the accused and will then pronounce their verdict. Will the NUT also forbid the guilty permission to apply for membership of the National Association of Schoolmasters or the Assistant Masters Association?

To say I find this action of the NUT to be astounding is to put it mildly. Apart from the fact it is ill judged and badly thought out, where is this censure to stop? If one sleeps with a colleague's wife and a divorce ensues is this also to be the preserve of the NUT to comment and act upon? By what authority do the NUT consider themselves to act?

The NUT are a trade union and its function is fraternal. How are they able to impose their arbitrary moral standards on their members? This is though they insist on the right of their members to dress as they wish, thereby creating a group of scruffy unkempt teachers who, in some cases at least, are proud of this fact and to speak as they wish, even if it means the undermining of the authority of the school at which they teach.

This kind of pronouncement is just another indication of their, and other unions, power of "double-think". Demands for members to have complete freedom while obeying the discipline of the union, while acting with another, viz agreeing with government policy on the health service while operating a fund for private medicine, are examples of this creation of double

standards which puts teaching into public disrepute.

If anyone is to decide the responsibilities of teachers, it should be the teachers themselves. The professional way to do this is to set up a General Teaching Council on the lines of the General Medical Council, the Pharmaceutical Council, and the Council of certain engineering institutions.

This GTC would be able to create standards of behaviour and the consequence of a teacher not meeting these standards would be subject to the decision of his peers. Further, a GTC could also be made responsible for enforcing teaching standards and for the competence and suitability of teachers, something which has always been needed.

Teachers are fond of calling themselves professional. This they certainly are not until they begin to behave in a professional manner and to offer themselves as responsible to a professional body able to judge their professionalism. That they will ever create such a body I very much doubt, since so many teachers are unsuited for the job they do, and aware of this, and would therefore approve any move which would expose them for the dangerous incompetents they are.

However, if teachers wish to regain the status in society they have so carelessly thrown away in the last 20 years, they must not only behave in a professional manner but be seen to do so. The recent case only emphasizes this view.

I wish to belong to a profession, and a profession which has respect for itself and which receives respect from the public, and if any of my colleagues in teaching ever wish to make the move to true professionalism then count me in. But not through the NUT.

JEFFERY J. SMITH, 389 Archer Road, Stevenage, Hertfordshire.

If the furniture fits . . .

Sir,—I would like to clarify one or two points about the British Standard for school furniture for use in primary schools, the BS 3030. Since their original definition and publication in *Building Bulletin* No 16, these criteria have been recognized in many countries as a way of checking whether the pupil and the furniture are suitably related.

BS 3030 does not specify an approved design of table and chair. That is what its predecessors did and which, after about five years of use, proved to be unsuitable for the needs of the furniture industry. BS 3030 sets out data for design and performance tests which gives the designer much more freedom. Chairs and tables of different types can thus comply with its requirements.

BS 3030, like all British Standards, embodies the combined experience and wisdom of many organizations. Its anthropometric and ergonomic aspects are based on the subjects informed thinking of the subject, not on the whims of a few individuals. To say that similar standards are used by all west European countries is misleading. We know of only 18 countries in the world operating national standards for school furniture.

BS 3030 does not set out the ideal sitting positions for the ideal chair and table. The criteria listed

(all, incidentally, inaccurately quoted in the article) are given as "guidelines of good fit". Since their original definition and publication in *Building Bulletin* No 16, these criteria have been recognized in many countries as a way of checking whether the pupil and the furniture are suitably related.

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ALAN STEVENS, British Standards Institution.

Youngsters reach sporting heights

Sir,—I was amused and amazed to read your badminton correspondent's comment about the English Schools under-14 badminton championships. "Despite their tender years they will play full-size court" is over nets of regulation height.

Has your correspondent never watched 12 and 13-year-olds play

Early retirement, please

Sir,—May I invite teachers who are, or have reached, the minimum age for retirement to use part of the Christmas vacation in considering whether or not to take this step at an early date. Individual, personal circumstances will play a major part in any decision but perhaps the following considerations are also relevant:

Early retirement will enhance the employment prospects of more newly qualified teachers.

Local authorities, having already negotiated rate support grants which include an estimate for salaries, could accrue reserve funds (by paying a salary at the lowest point of the scale, rather than the highest) on which they can exercise retirement for other pressing educational needs.

Before readers who are familiar with my views on educational expenditure assume that this season of goodwill has unhinged me, let me correct the balance:

An announcement of early retirement should be delayed until after local budgets have been published and local teachers' bodies have established machinery to ensure that vacancies are, in fact, filled.

It would my leave to offer an extra inducement for early retirement, based on the salary saved and the period in which the saving would apply.

Tables of life-expectation indicate that teachers retiring at 65 can expect to draw superannuation for only two years, compared with 12 years for those retiring at 60 years. The latter group includes a high proportion of women teachers.

In the post-Houghton phase there is likely to be an increase in the number of early retirements in any case but a further jump over the next couple of years would be of immense benefit to new recruits to the profession.

HARRY COLLINS, City of Leeds and Carnegie College.

Searle's honest assumptions

Sir,—Children, of whatever class, are capable of an infinite variety of points of view, responses, sorrows, delusions, interpretations," writes Geoffrey Summerfield when commenting upon Chris Searle's *Classrooms of Resistance* (December 3). It is the variety of expression that is lacking in his pupils' work.

If children are capable of such an infinite variety of expressive utterances (of which those in Searle's book are only a sample) why is it so difficult to come across precisely this kind of children's writing? I suggest it is here lies the strength of

the book: it shows one aspect of children's creativity that is frequently, actively suppressed by implicit assumptions (read middle-class) behind most teachers' "neutral and objective" pedagogy.

If more and more teachers heeded to make explicit the underlying assumptions behind their teaching, as honestly and openly as Searle, we might then have some more substantive grounds on which to base the argument.

JOSE HERNANZ, 14 Meredyth Road, London, SW13.

Saving cash at pupil's expense

Sir,—We have recently been informed by our authority that, as an economy measure, we must not, except in the most exceptional cases, enter pupils for both O level and CSE in the same subject.

Naturally, no teacher wants his pupils to leave without a qualification when they have the ability and industry to attain one and so only those pupils thought to be "certain" passes will be entered for O level, the rest taking CSE.

If this ban on double entry is at all widespread, as seems likely because it is an easy way to save a little money and as is supported by contact with colleagues employed by other authorities, is there not a considerable danger that pupils who are regarded by their teachers as sure to pass O level will have to be failed in order to make up the proportion of candidates needed for the lower grades?

Before there was CSE the weaker candidates were entered for O level more in the hope than the expectation of a pass, but also to make it easier for their stronger brethren to do well by comparison. Since then this need has been fulfilled by double entry of the weaker O-level candidates. Now this possibility is to be removed.

Surely, if many authorities take the step of banning double entry, then we are condemning a proportion of the "good" O-level candidates to failure without the consolation of a good CSE grade, and making 1978's O level harder to pass than in previous years.

ROBERT W. FLETCHER, 62 Paulton Street, Barnsley.

Most improper

Sir,—I have recently heard of applicants for headships of schools being asked their opinions of the William Tyndale affair. I feel this is most improper. It is as if one were asked to give comments on a court case before a legal judgment were made. I hope no expert such questions are asked until the proper time, after the inquiry is over.

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Sport Cricketers of year

by Asif Khan

Christopher Cowdrey, of Tonbridge School, has been named by The Cricket Society as the most promising young cricketer of the year.

The 18-year-old son of Colin Cowdrey, former England and Kent captain, has created a record by becoming the first boy to be honoured twice by the society while still at school. In 1973 he was nominated as the outstanding colt of the year and awarded the Sir John Hobbs Silver Jubilee memorial prize.

The award to Cowdrey is one of several given each year by the society for cricketing achievements. Three of them go to young players. Other boys to be given prizes at a recent dinner of the society in London were Paul Wakefield, aged 18, of Sandbach School, Cheshire, and Kim Barnett, 15, of Leek High School, Staffordshire. Mr C. G. A. Paria, president of MCC, made the presentations.

Wakefield was given the A. A. Thomson fielding award, and Barnett received the Sir John Hobbs Silver Jubilee memorial prize for being the outstanding colt of the year. Both were recommended to the society by the English Schools Cricket Association.

The society also make the two best players in public schools cricket. These were Ian Duffell, in memory of R. S. C. Wetherell, a member of the famous Repton XI of 1918. The £400 silver trophy, featuring a wicket and cricket balls, is displayed permanently in the Cricket Memorial Gallery at Lord's.

Cowdrey, whose father also attended Tonbridge School, captained Tonbridge first eleven last summer. He also played for Kent County Club and Ground, Kent second eleven, besides representing England Young Cricketers against the West Indies youth team, and English Schools and Public Schools sides. He is a fine batsman who either opens the innings or bats number four, a fast-medium bowler and a good covers fieldsmen.

He went to Tonbridge from Wel-



Chris Cowdrey

lesley House Preparatory School, Thanet, and qualified for the school in September, 1970. He gained his first place in the senior side when still only 14—a position he has retained ever since.

Wakefield has played for Cheshire Schools and was also a member of all ESCA representative teams in the last two seasons. He captained in the match against Scotland in Perth last summer and scored 80 runs. He is a left-handed batsman, a leg spin bowler and a brilliant fielding man in any position.

Barnett led Staffordshire schools in the summer when only 14. He also played in the Midlands under-15 XI, the England under-15 XI and for ESCA against Public Schools. In this match he scored 65 runs and took 11 wickets for 51 with his legbreaks.

The Cricket Society, which was formed in 1945 and is based in London, claims to be the largest, most comprehensive and active organization of its kind in the world.

Basketball get-together

A new policy for older teenage basketball players has brought the English Schools Basketball Ball Association and the senior body, the EBBA, closer together. Instead of having separate trials and training for the under-19 group, they are to pool resources and have a combined session which, this year, will be at Blackpool, starting tomorrow.

Mr Barry Mann (Darlington Comprehensive, Walsall), secretary of the EBBA technical committee, says that each association has selected a number of players and those chosen after this weekend's trials will form the England junior squad. The EBBA, closer together. Instead of having separate trials and training for the under-19 group, they are to pool resources and have a combined session which, this year, will be at Blackpool, starting tomorrow.

Mr Barry Mann (Darlington Comprehensive, Walsall), secretary of the EBBA technical committee, says

Heating check

Essex County Council are to check heating in schools and offices next month and advise on thermostat settings. The county fuel bill is now £5m a year.

Nursery places

With a new purpose-built day nursery at Douglas Avenue, Alphen, and two more planned for Chelmsford and Stonebridge next year, there will be about 700 places for the estimated 25,000 under-fives in the London Borough of Brent.

Books for all

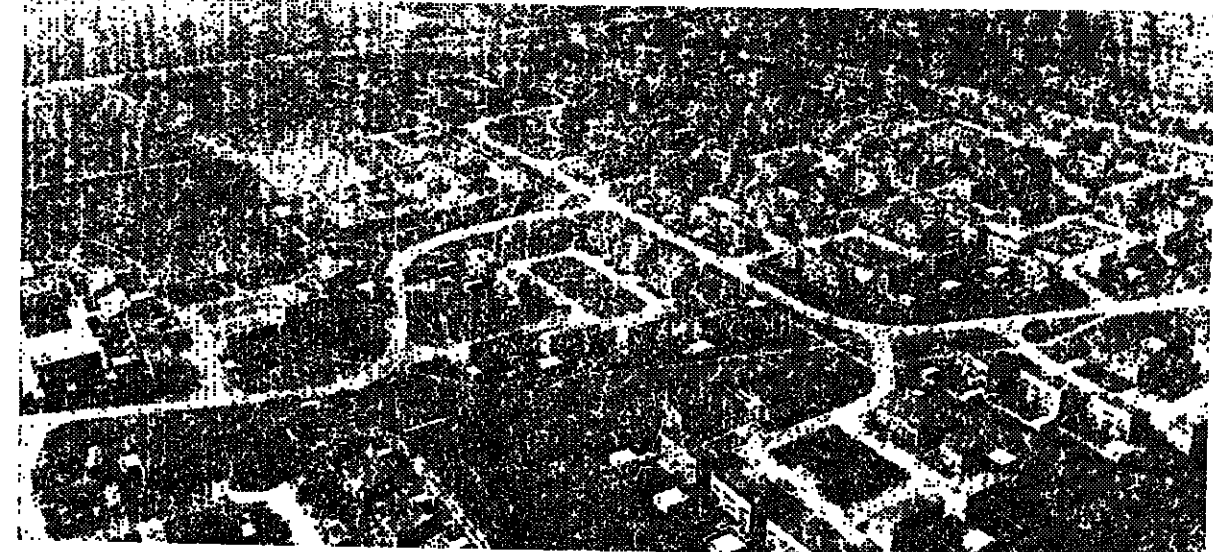
A new appeal for donors is made by the Books for All campaign which, since late 1973, has sent Unesco gift coupons worth £500 for the purchase of children's books for libraries in Asia, the Arab countries, Africa and South America.

Holiday centre

Wyndham School, Egremont, Cumbria, is to open an activity holiday centre during the first and second weeks of August.

Correction

The two-year EEC grant to the Defoe Day Care Centre for the children of schoolgirls, students working or isolated and depressed mothers at Hackney College, Newington, is £50,000 not £500,000 as stated in the TES (December 12). This was a printing error.



Desolate Milton Keynes from the air.

On, quick, to fast reactors

Science diary
by
John Maddox

Birth pangs of brave new city

Some time between now and 1991, there will emerge to the north of Blechley a new city called Milton Keynes, with a total population of 250,000 or thereabouts. One afternoon last week, on a wet and foggy afternoon, it seemed more like a reconstruction of the back of the Moon than the site from which a new city would in due course spring.

With the abandonment of the Channel Tunnel and similar huge schemes, the sight of this desolate patch of the lowland Midlands is bound to provoke the question whether Milton Keynes would have been begun at all if the downturn in the economy had come a few years earlier.

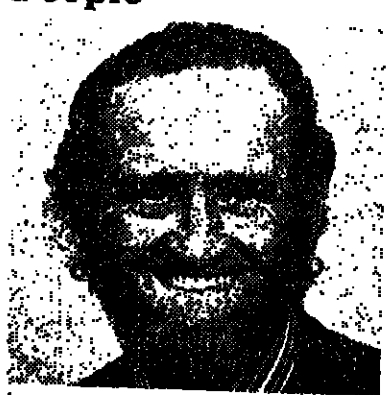
More serious is the question of whether new towns of any size are in any circumstances desirable.

Over the years, British planners and architects have won applause (and medals) from their colleagues overseas on the strength of new towns as different as Cumbernauld and Cwmbran. The people who now deserve the medals are those brave spirits who have gone to settle in Milton Keynes, which at present seems to consist of distantly isolated patches of buildings.

In due course, according to the plans, there will be an open space near the city centre where people will be able to entertain themselves of an evening by watching what's called a water organ—a device for illuminating with coloured lights all lots of water which come and go with the organ music played over loudspeakers.

The people now settled there will no doubt be well into middle age by the time the organ springs to life. The children—this is my guess—will have emigrated elsewhere.

People



Mr Gordon Samuel David Parry, warden of the Pembroke Teachers' Centre, Dyfed, is one of the nine new life peers named last week.

Schools

Mr Bernard S. Parry, deputy head, The Risdale School, Catterick Garrison, to be head, on retirement of Mr Eric Hall, the present head.

Colleges

Mr B. S. Cane has been appointed principal-designate of the City of Liverpool College of Higher Education, to be created in September 1976 by the amalgamation of C. F. Mott and Ethel Wormald Colleges of Education.

Mr Gerard O'Donnell to be principal of Rookingham College of Further Education, nr Rotherham, from April 76.

In brief

Enter the girls

Epsom College, Surrey, Trent College, Long Eaton, Derbyshire, and Sevenoaks School, Kent, are to admit girls to their sixth forms from September.

Appeal heeded

In response to a special appeal, friends of the Diamond Riding Centre for Handicapped Children at Queen Mary's Hospital, Sutton, Surrey, have donated £2,000 towards the £15,000 a year needed to keep it going. Another £500 has come from the general public.

Staggered hours

Teachers are to discuss with Derbyshire County Council plans to stagger school hours as part of the effort to solve rush-hour transport problems.

Ban lifted

A ban on smoking at an Essex school for disturbed children has been lifted because too many of the 60 pupils broke the rule. Mrs Margaret Davey, chairman of the managers of The Essex School, Chelmsford, said, however, that the ban would continue at "certain times and places such as the dormitory".

10/11

City problems;
gypsy literacy

12

Ballet

13/14

Books: sociology and
anthropology;
education; modern
languages

15/16

Resources:
computers;
geography

17

Talkback:
book review winners

Golden eggs

Jeremy Bugler talks to
Louis Alexander, a best-selling
English author
virtually unknown in his own country



Louis Alexander's study,
"more like an extension of Longman's designing or
production office,
than a room for musing and scribbling"

although it meant an immediate drop in earnings and came back to Haslemere, with his Greek wife and two young children.

Back in Surrey, Alexander worked out the principles he wanted for his new course. He made some developments that are commonplace now, he says, but were radical enough at the time. He wanted to emphasize English as an international language and to scrap the quaint texts that wrote of pubs and cricket; he wanted pupil and teacher books to interlock, so both were guided.

More than anything, Louis Alexander had become convinced that the great barrier to rapid progress in learning English was the step of translation: of understanding an English phrase only through its Spanish/Portuguese/Arabic equivalent. So he cut out the translation and used pictures of simple situations like people shaking hands, with only the English words beneath. All the language skills of understanding, speaking, reading and writing were taught using texts that were carefully chosen to be used in the classroom.

He wanted to make students who were coming to English as a foreign language use it by being confronted with the difficulties of everyday communication. "Instead of going into a class and saying 'Today I want to teach you about the present perfect' or some other aspect of grammar, I'm going to teach you to apologize."

In a form that he now regards as only a beginning, Alexander tried to exploit the principles in his first course of four books, *New Concept English*. Longman published it in 1967. The books caught on like a brush fire; in a short time, they were selling over

one million copies a year. Alexander's retainer was drowned in a sea of royalties.

Louis Alexander is a very exact, very efficient, professional man. Because of these qualities, when he describes what he has done, he is not cruising on an ego-trip but simply recording, accurately. He knows well why *New Concept English* caught on: its method was a great change. Propounding it, Alexander found himself caught up in lecture tours abroad, either under the aegis of Longman or the British Council.

He travels today four months of the year, particularly to parts of the world not traditionally associated with British culture, especially South America. His courses have been taken up there avidly "right up to the borders of the United States". When he is lecturing, he is always demonstrating how he thinks English as a foreign language should be taught.

Once in Yugoslavia he was challenged by the educational authorities: teach this class of Serbians for two weeks while we watch. Alexander accepted and before the widening eyes of Yugoslav officials, he taught for the fortnight, to a class whose language was a mystery to him. The Serbians made rapid progress and in the two weeks, Alexander had to ask for only two confirmatory translations of English into Serb.

Louis Alexander is just the kind of person those American corporations mean when they're job-hunting for "a self-starter". It is not surprising he is a good teacher, but how does his method work for others? He is frank: "It is the most disastrous system when it goes wrong and it's the most efficient and dynamic system when it goes right. It makes the teacher much more active. He or she

cannot sit back, get the class to do some exercises while he completes *The Times* crossword. The teacher has to give; he has to perform; and you judge him on the performance he elicits. In short, he becomes a conductor." These methods seem to demand teachers who are reasonably outgoing, and the strain on them is much greater. The reward is the progress of the students: "I am wholly, 100 per cent committed to audio-visual teaching and monolingual communication that cuts out the barrier of the English translation," says Alexander. On these principles, Alexander has written a course for young children (*Look, Listen and Learn*) that is selling 600,000 books a year, and a course called *Target* for secondary schools that is selling briskly. He is aiming for a network of courses, which will later embrace English for specialists such as the businessman, the doctor, the scientist.

Between the publishers and Alexander, little is left to chance when they are planning a new course. "We do it this way. First of all, we decide who the book is aimed at. Second, we decide the price it's going to sell at; third, how many pages; fourth, what we can do in the space."

Everything he writes is tied in with the size of the eventual page it is to appear on. The depth and width is known before he starts writing or his secretary typing. In this way, his study is more like an extension of Longman's designing or production office, than a room for musing and scribbling. Longman say "With Alexander, it's more a project than a book. There's a team here working with him."

This way of working, being methodical but passionate about the product, has brought Alexander his success. Yet he eschews any idea of leaving Britain, as other wealthy textbook writers have done. "If you do the playboy thing and move to Malaga, you're cutting yourself off. One either accepts this life with its tax but other compensations, or one does not."

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Learning on site

Adeline Hartcup
looks at some adult
literacy work
being done with gypsies

On a bleak and frosty evening, I sat in on an unusual adult literacy class at a gypsy site near the village of Bear, in Kent. Since the summer of 1969 about 50 gypsies have lived on the 12 pitches, each with its caravan and a but containing sink, lavatory and electric point. The first families came from the gross verges of the A2.

We started off by going round the trailers, calling for members of the class. Diana Burgoyne, the teacher, has found that if she does not do that they do not turn up, or arrive half-an-hour late. One girl will not come alone because she is frightened of the dogs on the site. (Not without reason, it seems. Another girl in the class had a cat which had been attacked by the dogs and killed.)

That evening one or two were away with flu, so only three girls and a boy—all in their late teens—turned up at the ex-mobile dental clinic, which is used on Mondays for a play-group, youth club and the adult literacy class. It is not much of a place—30 feet by 8 feet, on two levels, undecorated, without room for everyone to sit down. No blackboard, nowhere to rest a book.

Nevertheless it was a cheerful, friendly class. Because gypsies, like most other illiterates, are ashamed and embarrassed at being unable to read, Diana Burgoyne explained that I was hoping to write an article which would be read by teachers. Perhaps some of them would be attracted by the idea of teaching gypsies to read, and then more classes could be started, and more gypsies taught.

Diana Burgoyne's teaching is basic and patient. She uses a phonic method based on the Gravesend READ scheme, starting with letter sounds, word recognition and then three-letter words.

The class had had homework to do during the week, mainly copying, but still had not mastered many simple vowel and consonant sounds. Later they go on to special question cards, sentences and composition. The books they use, the West Midlands Travellers' Scheme, have stories and illustrations featuring gypsies, horses and caravans.

Everyone agreed they learned more in a smaller class, when one or two were away. When Ernest comes, he fools around and they did not get on. Fanny had been to last year's lessons, so she was ahead of the others, and found it hard not to blurt out the answers. Betsy and Mary are sisters, and come together. A third sister comes too, with her husband, though they can manage only half a class each, as there is a baby to look after.

Sam is a cheerful lad who looks older than his 14 years, and enjoys calling the others "Dumb-dumb" whenever he is a step ahead. I asked him if he had ever been to school. Yes, he had, for two years before they came here. Then the new school was too far from the site, and anyway there was not a place for him. (Gypsies are often told that one.) I asked Sam why he wanted to learn to read. Well, he might need to drive a lorry, and then there would be signposts and traffic directions to follow. You cannot drive, these days, if you do not know how to read.

The Bear class is one of the most successful and longstanding attempts at gypsy literacy, but it is not the only one, even in Kent. A pioneer scheme was launched at Sevenoaks five years ago. This involved

six members the first week, five the next, and two months later it petered out, almost certainly because the class was held in a hall away from the site. The effort of going and the stigma of being seen there deterred the gypsies, who were also unaccustomed to a large, intimidating building.

In July, 1972, John Harris was appointed warden of the Beas gypsy site, and he set to work, with the families there, to improve conditions. One day he telephoned Gravesend Adult Education Centre to say that several families had asked about an adult literacy class. Was anyone available to do this?

Donald Kenrick, the Gravesend Centre principal and a past chairman of the National Gypsy Education Council, was the right person to ask. It happened that a girl was coming to the district to teach gypsies who were not on official sites, and she agreed to start the class at Beas. Three adults and three over-16 teenagers wanted to join. They met on two afternoons each week in the family caravans. This meant dislodging children and other members of the family, but the scheme prospered till the gypsies moved off in the summer to work on farms.

In October, 1973, an ex-mobile dental clinic arrived on the site. Diana Burgoyne is already a literacy tutor on a voluntary scheme run by the Gravesend Centre, and she also teaches gypsy children at the local primary school. Two years ago she taught the Beas gypsies voluntarily; with more than six in the class, she is now paid for her help. (Since the local government reshuffle Beas is in Dartford, which has about 3,500 illiterates, and is getting one of Kent's three full-time special literacy appointments.) The gypsies used to pay for their lessons—now the county provides free tuition for all illiterates.

There's not much sign of the old gypsy customs at Beas, apart from a few Romany words and the two traditional social camp-fires for the men and women to gather round for conversation and story-telling. Betsy, Mary, Fanny, Sam, and their families didn't look or sound like gypsies, and the trailers are all unromantically, but no doubt comfortably, modern.

It seems that gypsies today have lost their own culture without, so far, finding much to take its place. What they see of gorgio civilisation—on television and at school, for example—is irrelevant and unattractive to them. History and geography lessons mean little to gypsy children. They want to be literate in order to understand road-signs, read labels in shops, find a job, or know what horses are racing—not so as to read books or newspapers.

The Southern Gypsy Education Council have been given £1,800 by the Adult Literacy Resource Agency to expand the work at Beas and elsewhere. The dental clinic, cramped and uncomfortable as it is, has the advantage of being inside the site and looking something like a gypsy trailer. It could be used more often, for more classes. (Instruction in the use of sewing-machines and woodwork tools has already been requested.) More helpers, an adequate building, on the site, for community activities, and a mobile library to tour official and unofficial gypsy sites would all be valuable.

Donald Kenrick, Diana Burgoyne and their colleagues feel that the gypsies have missed their slice of the nation's educational cake. Other adult illiterates have at least been through some routine schooling. Gypsies, staying away every summer to work on farms, have not. So gypsy illiteracy can't be solved quickly. Funds are needed, and so are volunteers. It is slow work, but rewarding.

Problem in the city

"Problem in the City" is an exhibition of photographs and related text which looks at the way people live in and adapt to their changing urban environment. Three photographers—Nick Hedges, Larry Herman and Ron McCormick—were commissioned by the Royal Town Planning Institute to document the pressures of city life in Greater London, Merseyside, the West Midlands, Tyneside, South Wales, Clyde-side and the South Coast.

In looking at the urban landscape, they have examined the role of the town planner, and the place of the community in the planning process. Through their material they make a plea for the power and responsibility for changing the environment to be extended to each and every citizen.

The exhibition, from which these photographs are taken, is at the Institute of Contemporary Arts, London, until January 3, after which it will tour other British cities. Admission is "almost free".



'Ossie', the Gorbals, Glasgow.



School crossing patrol, Handsworth, Birmingham.



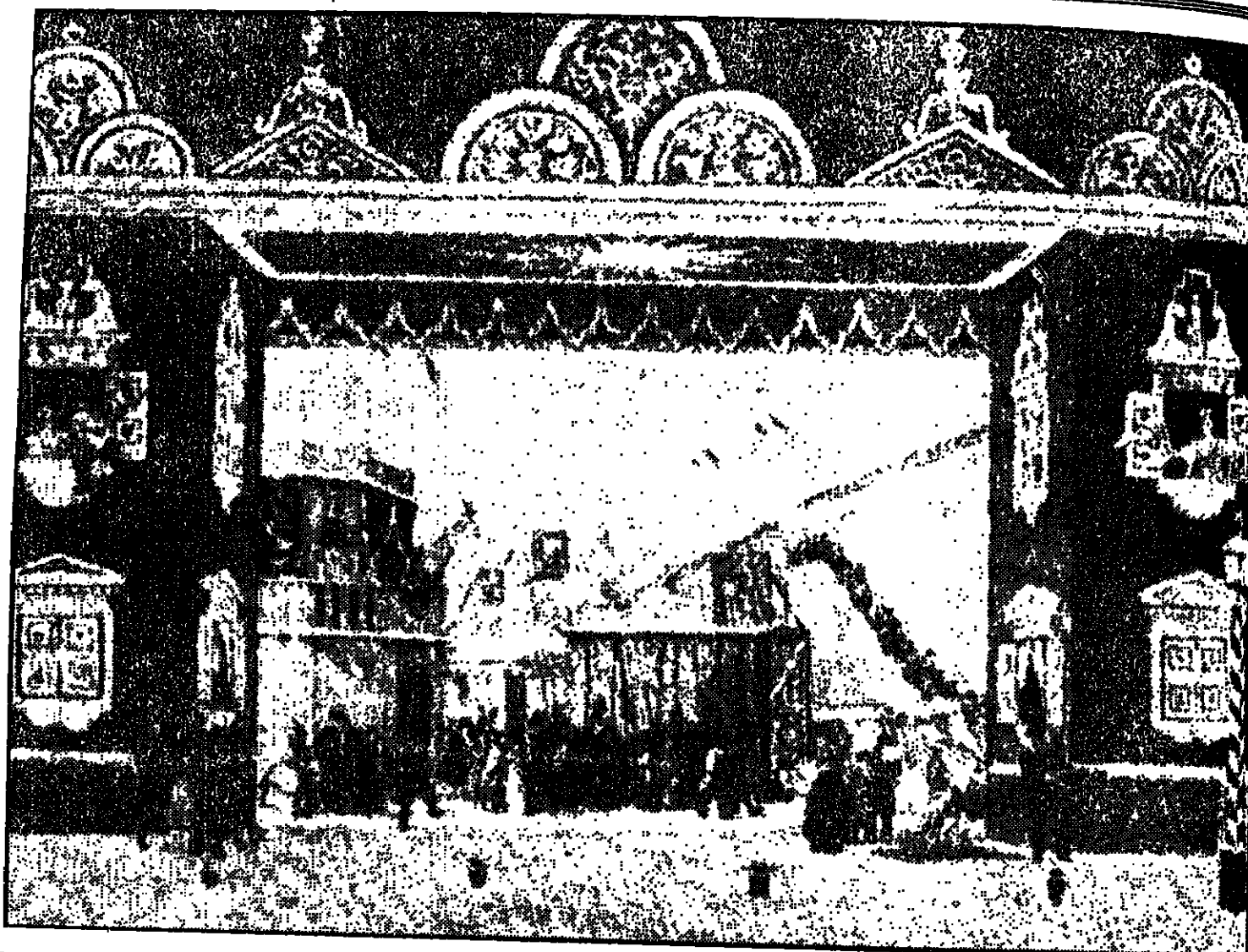
Street party, East Ham, London.



Red Road flats, Glasgow.

A toast to Russian Punch

by Michael Church



Above: Alexandre Benois' design for the street fair in 'Petrushka', 1911

Right: Butter Week street fair in St Petersburg—an aquatint done by John Augustus Atkinson in 1803

Far right: Tamara Karsavina making up for 'Petrushka'—a drawing by Valentin Gross



The year's end being traditionally a time for looking back as well as forward, I would like to commend an exercise in that most maligned of human emotions, nostalgia.

In social history, of course, working class nostalgia is currently enjoying a great vogue: Francis Nichol writes movingly about the splendours and miseries of growing up in South Shields; elderly East Enders and wordy Wessex labourers reminisce, into microphones thrust at them by students eager to seize the essence and catalogue the contours of things as they used to be. This process is often seen as fuelling contemporary class struggles, but it is equally often seen as a revitalizing return to social roots.

In the new, things are a bit different. The present fashion smiles on folk art forms but once into the region of "high" art, the stock response is usually one of contempt: nostalgia is a vitriolic emotion, denoting a cowardly refusal to face the "challenge of our times" or to create something "new". And so, pushed to an extreme, it is, but we lose much of great value through an excess of modernistic zeal.

Two of the greatest admirers of the music hall exploits of Little Tich were Diaghilev and Nijinsky, when they visited London in 1911. While his art was preserved, would it be recorded? Its significance, their, even by some of its practitioners—as so much—dend lumber, rather than as the life, like it to a series of events in its own right. This was so, partly because some of the century's greatest geniuses collaborated in them, and partly because Diaghilev, a man of ruthless inspiration, was able to coordinate their efforts.

Since its recent revival by the Royal Ballet, we now have two, alternative—and equally authentic—versions of the greatest of these events, *Petrushka*. And the interesting thing

about *Petrushka*, for the present purpose, is the fact that it is itself an essay in nostalgia.

Not that it began that way. While Stravinsky was staying in Lausanne in 1910 he began work on what he intended to be a piano concerto, the keynote of which would be the discord produced by superimposing the chord of F# major on C major. As so often with words, Stravinsky's reminiscences, accounts differ as to whether Stravinsky himself or later Diaghilev first associated the music with *Petrushka*—the Russian fathead equivalent of Mr Punch—but the fact remains that out of the music a vivid dramatic idea was born.

Stravinsky, Diaghilev and their designer, Alexandre Benois, had all grown up in St Petersburg. All cherished memories of the pre-Lent Butter Week fairs with their theatres, merry-go-rounds and travelling entertainers. As the idea was worked upon, the setting was put back 40 years—into the reign of Nicholas I—and a poignant little tale about the private life of three puppets began to acquire cosmic reverberations. Benois wrote later of "unconscious revivals and dancing all day long to the sounds of the balalaika going on outside his window while he worked on the sets and costumes. 'At any other time this would have greatly disturbed me, and stamping only the noise, shouts and stamping of the balalaika were heard'."

He interpreted his scenario thus: "If *Petrushka* were to be taken as the personification of the spiritual and suffering side of human life—or shall we call it the poetical principle?—his lady Columbine would be the incarnation of the eternal feminine; 'then the gorgeous Black Moor would serve as the embodiment of everything sensuously attractive, powerfully masculine and undeservedly triumphant'."

Choreographically, the work is less easy to describe. Fokine gave Nijinsky—*Petrushka*—a long and extraordinary solo on

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Pandora's box

Eileen Barker on 'relative' knowledge

Implicit Meanings: Essays in Anthropology. By Mary Douglas. Routledge and Kegan Paul. £7.50. 0 7100 8226 6.

Paradigms and Fairy Tales: An Introduction to the Science of Meanings. By Juliette Ford. Routledge and Kegan Paul. Volume 1 £5.00. 0 7100 8068 8. Volume 2 £5.50. 0 7100 8215 0. Two-volume set £9.95. 0 7100 8216 9. Paperback £5.95.

For some years the sociology of knowledge has been like a snake eating its own tail. The more it embraces the more it risks eliminating itself. The problem lies in what is known as social relativism, the assumption that what passes for knowledge in any particular society is in some way relative to that society.

Recently, popular social sciences have become so fascinated with uncovering and proclaiming this long recognized truth that a whole generation of students has reacted by polarizing into two opposing camps: those who deny that relativism could apply in any way to them and those who believe that we can know nothing of absolute truth, there is nothing to be known. All the honest (or lazy) can do is to wallow in the goings-on of his own particular social consciousness, smugly knowing that he knows not. He is not fooled by the apparent out-there-ness which faces him. It is a socially constructed reality and therefore not a reality at all except to those who innocently believe in it, who rarely its existence, losing their essential humanity in an alienating, man-made projection on to the alienating thing.

The problem comes into a

blurred focus as soon as one separates the questions: what is social reality? and how can we know about it?

Social reality owes its status as a reality to the very real effect it has on individual behaviour. It does not necessarily, or even usually, "work" at consciousness level so that individuals are aware of the social constraints that are shaping their lives, but work it does, remorselessly and relentlessly in the lives of us all. While it depends on the existence of individuals for its continuance it transcends particular individuals in the sense that there exist culturally shared meanings for all aspects of reality which in part structure, and are in part structured by, patterned regularities of interaction. In so far as individuals see the world from similar perspectives they will tend to share similar meanings, but perspectives of the world depend (almost tautologically) on the social position in which an individual finds himself.

On turning to the question of how the social sciences can know about social reality, one is confronted with an immediate difficulty. The social scientist is a man, a social animal, whose own vision is related to his own particular background. If he were not a social animal he would be unable to understand anything. He is not interested in mere bodily movement as such, he wants to translate it into comprehensible, purposeful behaviour which takes place within a context of socially constructed meanings and expectations. However, he is unable to share completely the social vision of any other person. In some ways he has to be schizophrenic. The exercise in which he is engaged demands

both an attachment to and a detachment from the object of his study. If he is merely involved he is not doing science, if he is completely removed he is not able to see anything.

But it is not just a question of being able to dive in and then extricate oneself long enough to be able to translate one's experiences into sociological jargon. It is also necessary to go beyond the glimpses of others' social realities and to try to understand how constructed meanings "work" in ways the actors themselves are unaware of.

It is comparatively rare today to find social scientists who are willing both to accept the relativist position wholeheartedly and to believe they can contribute constructively to the furtherance of social knowledge. Two recent books do, however do just that, and do it exceptionally well. *Paradigms and Fairy Tales* is the product of an ingenious mind that meets the problem of relativism head-on, ruthlessly examines the various reactions to it, finds those wanting and produces an original, sophisticated paradigm or fairy tale of its own. Generally speaking, Volume One is concerned with the more philosophical assumptions of methodology and Volume Two with methodological techniques. It would be impossible to do justice to the complexities of Dr Ford's position here. Suffice it to say that it is strongly recommended to all social science students.

Professor Douglas exemplifies an almost devastating perception and awareness of the relativism of knowledge in her collection of essays entitled *Implicit Meanings*. She relentlessly ferrets out the symbolic structures of society, the implicit meanings which bind the various areas of society together, working on the assumption that men seek consistency between and within their several departments of reality. The way man classifies and understands the world, she argues, is not a neutral act, it is a choice, a choice which is made in the face of a choice. And if we still hanker after some kind of pure, more perfect knowledge, this is our only hope.

But while an "out-there" reality may not dictate the meaning we bestow on it, it is too naïve to believe it does survive some socially constructed reality? Surely there is a relative relativism to knowledge? Must we indefinitely surrender certain knowledge to the relativity in whose service may lie (relatively) certain knowledge?

THE COMMUNITY AND THE INDIVIDUAL

John Eggleston on educational administration

Education and the Community. By Eric Midwinter. Allen and Unwin. £3.50. 0 04 370065 9. Paperback £1.85. 370066 7.

The central theme of the book is the renaissance of community education in modern Britain and its potential as an instrument for social redistribution. But it is not so much a restatement of the now historical events of the Liverpool LPA area as an exploration of how community activity can form a central focus of our social affairs.

Of particular interest is Midwinter's concept of the direct responsibility of the community for the community school—a school that is, in turn, responsible to the community. His policies would involve a considerable localization of arrangements. For example, he writes: "Naturally, the question of the school budget would devolve to the school management body, it would be the physical fabric of the building. Repairs, maintenance, decoration and all the other matters of a localized affair. Supplies and materials of all kinds would fall under the prerogative of the local authority in general, the day-to-day administration of the school would no longer be the direct responsibility of the authority."

Yet to focus attention on educational administration is to miss much of Midwinter's analysis because this is but one part of the concept of the community he is advocating. His assumption is that

... as educationalists were about the task of community education, others would similarly be applying themselves to the job of community law and order, community health and so forth. Though Midwinter's analysis contains many unfulfilled and even unsubstantiated arguments and almost certainly under-estimates many of the difficulties, it nonetheless deserves to be read seriously as a pointer to a more participative democratic society. His vision is certainly one of a social system in which both children and adults have the opportunity to contract-in more fully to power and decision-making. But can it be realized? Can community really liberate the individual when history shows how frequently it has had precisely opposite effects? Unless Midwinter can reassure us more effectively on this central issue, his book offers no more than hope—persuasive yet unsure.

In such a system how would community evaluation take place? In facing this question Midwinter shows that for all his egalitarian enthusiasm he is sensitive to the often traditional concern of a local community. He has a number of criteria including GCE and CSE and also what he calls "communal climate".

Lastly, there would be the social tone of the district and the

manner in which the school contributed to this. Various social malaise indicators might be used, particularly those directly concerning the young, such as vandalism, truancy and juvenile delinquency."

In listing these criteria Midwinter is showing that he recognizes that the criteria a community uses to evaluate its schools may well be a long way removed from those employed by a radical educator. He attempts to juxtapose and reconcile these incompatibilities constitute some of the most valuable points of the book. He is also alert to the vast changes that would be needed in our present arrangements in order to achieve the kind of localized systems he advocates and sets out a radical strategy for the local control of schools.

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PEELING THE CLOCKWORK ORANGE?

Antony Flew on the philosophy of education

Philosophers Discuss Education. Edited by S. C. Brown. Macmillan. £9.00. 333 18108 5

These are the proceedings of a conference organized by the Royal Institute of Philosophy in the autumn of 1973. Such a conference on the philosophy of education could not have been held even a few years ago, before the Peters transformation changed and exploded this particular academic sub-world.

The proceedings consist in five symposia: "Autonomy as an Educational Ideal" (R. F. Dearden, Elizabeth Telfer, R. M. Hare); "Education and the Development of the Understanding" (R. K. Elliott, Glenn Langford, P. H. Hirst); "Quality and Equality in Education" (D. E. Cooper, Timothy O'Hagan, R. F. Atkinson); "The Neutral Teacher" (Mary Warnock, Richard Norman, Alan Montefiore); and "Academic Freedom" (S. C. Brown, A. Phillips Griffiths, R. S. Peters).

It is with the third subject that the sparks begin to fly; although, as the Chairman may partly notice, neither spokesman takes the full measure of his opposition. Cooper cannot believe that there are egalitarians for whom equality is so positive and independent a value that they demand equality even when superiority cannot be seen as attained at someone else's expense. He, therefore, is concerned only to reject the insistence that resources which might be used to raise the lowest educational levels must never be put to pushing up the top pinks of achievement. In the opposite camp, O'Hagan, for whom equality, surely is a positive and independent value, mistakes it that anyone not with him in this must be some sort of egalitarian—holding that social inequalities which O'Hagan himself deprecates are, on the contrary, posi-

tively good. This assumption has only to be seen, to be seen to be false. An opponent of normative egalitarianism no more has to be a normative egalitarian than an opponent of socialism has to be a capitalist.

Mary Warnock argues from her own experience as headmistress that there are important teaching situations in which it is a condition of good teaching that the teacher be recognized as not neutral. Then as a moral philosopher she emphasizes that it is a condition of holding a moral position that the holder should not believe that other and incompatible stances are—as they say—equally "valid". Tolerance requires that we should respect other disinterested and conscientiously formed opinions, and concede to those who hold them their right to differ. It does not require that we should allow that they are as right as us.

Norman agrees with the main point about neutrality. But he finds obnoxious "political values" and indoctrination in "the notorious, Janet and John", or their equivalent to liberal ideas: "I want those whom I teach to become free human beings, sceptical of authority, capable of seeing through and rejecting the ideological props existing social institutions, capable of directing their own lives and their own society." But such blunt as his talk of being in the University of Kent at Canterbury as "helping to maintain a political system which I loathe", and his objections to David Thomson's classification of the USSR as—like Nazi Germany and fascist Italy—totalitarian, indicate a very different fundamental commitment.

Many illuminating and salutary things are brought out in the three other symposia also. But I end by noting one symptomatic throwaway observation. Dearden cites as three self-evidently deplorable manifestations of autonomy, "criminal planning, the capitalist entrepreneur with his wage slaves, or the activities of a Clockwork Orange". That Dearden—who, unlike Norman, is not a member of any Radical Philosophy Group—should think to appeal to the conference gallery with so venomously loaded a description of the private "enterprise" does its mile to confirm Sir Keith Joseph's complaints about academic ignorance of and hostility to the wealth-producing process. Had we all had more concern and respect for such banalistic fundamentals of both life and learning, British middle-class schools as rich as West Germany, and the price of *Philosophers Discuss Education* might now represent a less unacceptably large fraction of our after-tax incomes!

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YOUNG READING
FIGHTING AND FOSSILS

Mary Hoffman

At Willie Tucker's Place. By Alison Morgan. Chitto & Windus £1.95. 0 7011 5067

Unpretentious is the word for Alison Morgan's fourth children's book: the sights are not set very high, but the target is fairly hit. Not an inappropriate metaphor for a story about a boy who is beguiled by soldiers.

Dan Price is full of secret eight-year-old fantasies about the Army and he patiently cultivates the friendship of unexciting Willie Tucker, just because Willie lives next to a training area. Dan's carefully laid plans eventually result in a week spent at "Willie Tucker's place" and a chance to come face to face with the military dream.

Not that Willie shares in the dream, of course, since he lives on top of the reality. Dan is constantly frustrated by his friend's indifference to all the exciting activity around his house but it is not long before events drag Willie as deeply into military manoeuvres as Dan could wish.

The two boys come from distant, related, convincing Welsh families, one living on a hill farm (complete with Rayburn), the other outside a dull small town where they sing in the annual elated-fiddly-lovely and circumstantially described. That people are not aware of what they seem and that nothing can give you a bigger surprise than a known quantity is well supported by the relationship between the boys. Mercifully but decisive Dan learns to respect his companion, equable friend and what began as exploitation develops into genuine preference.

Willie's transformation from a dull, fat boy to a solid, reliable

one: "strong as a bull, brave as a lion", is perfectly feasible but the circumstances in which it takes place are less so. There are arguments for the value of children's books performing adult or super-adult deeds, to compensate the reader for the frustrations of being small and inexperienced in an intractable world. But however successful and brave eight-year-olds may be they do not make credible rescuers of grown-up soldiers from bogs.

The Fossil Snake. By L. M. Boston. Hodley Head £1.55. 0 370 10972 4.

The fossil snake has been snugly curled up inside a rock for several million years when its sanctuary is suddenly split open during the careless delivery of some building materials. Rob, whose father is building a wall, finds the snake and is struck by the fossil in the face of all opposition and cherishes it under his bed-room radiator.

Two days later, the volute of coiled-up snake is missing from the piece of rock and Rob begins to lead a mysterious double life as ordinary and as a fossil-snake-character. It is a gentle, mellow little book, shorter and simpler than the Green Knowe series which made Lucy Boston's name. Peter Boston's circular illustrations respond, sensitively, to the mood of a very comic tale, parodying the one of the churchyard by moonlight: "It was all as evil as it was beautiful." But, although the story moves in a steady crescendo, it stops just short of the expected climax, hauling the reader of a proper resolution.

In spite of this, it is a haunting tale and the boy's awe and respect for the "gorgeous secret" in his bedroom are delicately handled.

MAN'S INHUMANITY

Helen Grant

Primera Memoria. By Ana Maria Matute. Edited by Adolphe Burns. Harrop £2.10. 0 245 52046 5.

Since her first novel, *Los Abel*, published in 1948 at the age of 19, was runner-up for the Premio Nadal, Ana Maria Matute's reputation in Spain, Latin America and the United States has grown steadily. *Primera Memoria* is the first volume of a trilogy entitled *Los Mercaderes* and like the second volume, *Los soldados lloran de noche*, was awarded a literary prize. This edition has been edited with introduction, notes and vocabulary by Mrs Burns for A level pupils and first-year university students.

The novel is set in Mallorca in the early days of the Spanish Civil War and is told in the first person by Matia, then a girl of 14. The author's world is one in which children and adolescents are caught up in the fratricidal horrors of a war, symbolised by the Biblical theme of Cain and Abel, which runs through many of the novels and short stories. For instance, *En esta tierra* (1955) was censored (and though reluctantly recast and published), is now out of print. *En esta tierra* and *Los hijos muertos* (1958) are the most socially and politically committed of her novels; the latter deals with the defence and fall of Barcelona.

Los Mercaderes, the trilogy of which *Primera Memoria* forms part, is more "moralist" than obviously political; the title, as Mrs Burns points out, refers to those who are unprincipled, who lie and use others, trading on their fear for their own ends. "The evil in man, the loss of love and innocence, the isolation and alienation of the individual are the basic themes in this disturbing novel written with delicacy

and sensitivity, with poetic imagination and a keen eye for the island's landscape and atmosphere. Although the author does not obviously take sides with either of the participants in the civil war, the character of the grandmother, of Matia's cruel, treacherous yet dynamic cousin Borja, and others, seem to epitomize the elements on the nationalist side which contributed to bring about the civil war. By her handling of Matia and Manuel, the victims, the author seems to suggest that blame for the corruption and destruction of the innocent is to be laid at the door of the victors rather than the defeated. But more significant is the innate evil in human nature and man's inhumanity to man.

The imaginative quality of Matia and the quiet idealism of Manuel, with his sensitivity to others, provide a gleam of hope. I wonder what an A level pupil will make of it, for it is a book almost completely lacking in a clearly defined story and is dependent on a highly sensitive response. The characters of Borja and the grandmother are most effectively presented but are not easy to understand or even believe in.

Mrs Burns provides a useful introduction which raises most of the essential problems but leaves the reader to provide the answers. The notes are short and sensible and the vocabulary is confined to words which the novel itself uses. Mrs Burns's own command of the language, the information she gives about the author's life, her other novels and short stories, and the analysis of *Primera Memoria* itself will be a real help to those for whom this edition is intended. She illuminates, without doing the reader's work for him, stimulates interest but avoids killing it by too much emphasis on her own ideas.

REVIEW
LETTER

Dear Sir,—In his review of *Fall Circle* by Black and Finn (TES, December 5) Bernard Harrison says the authors "happily ignore facts" and "use the jargon of the Black Papers" in a noticeable decline in standards of literacy.

What the authors say on this point in their preface has, however, nothing to do with the Black Papers. It is based—as they indicate—simply and solidly on their experience. In another field, if I am not mistaken, I have received in recent years an increasing proportion of semi-literate applications for jobs. The first applicant for a publishing job who sees no distinction between "Foreword" and "Forward" provokes hilarity; the sixth evokes dismay.

Mr Harrison then goes on to claim that Black and Finn "speak English teachers by blaming the press for this". Not so. What they actually say is, "It is equally apparent in the daily press that the old standards of precision and correctness have been eroded". Opinions will differ on how much this matters, but surely it cannot be denied that it has happened.

Twenty years ago, *The Times* never printed "assessus" nor, nowadays, it often does so. Twenty years ago no TES reviewer of English books would have written, and certainly you would not have printed, "Alright" for "All right"; but so it appears in the middle column of Mr Harrison's review. No doubt such matters are trifles compared with the cultivation of "briber" and more rigorous modes of response—but they are significant trifles, which deserve some part of any English teacher's time and effort.

Yours faithfully, KENNETH PINNOCK.

Educational Director, John Murray (Publishers) Ltd.

PAPERBACKS
GREEN MINDS

The Secret Life of Plants. By Peter Tompkins and Christopher Bird. Penguin. 75p. 0 1400 3930 9.

This is a mixed up book: ill formed hypotheses "proved" by home set out to show how much more involved in the living world are plants than they first appear to be and that they have emotion and respond to human emotion. This may well be, but non-repeatable scientific experiments are no proof; and the mini-biographies of Bose, Goethe and others do not seem absolutely relevant.

This book will, nevertheless be a best seller, for between its covers it touches on ESP, psychokinesis, UFOs, dowsing in fact everything which station house bookellers are bulging to shove, though the authors are sending us all up. This book could be a joke. At least twice the young lady who can enter a plant mentally is a Miss Sapp (colour photographs of "energy emanating from American coins" show red, white and blue.

The Human Way. By M. Russell Bernard. Collier Macmillan. £1.20.

Bernard's book is a selection of handy, mainly light, readings moved by American authors. It could be useful if backed up by well-organized teaching. But, if any of these books is to be read by students it would be best if it were Fox's; for that has some excitement of discovery in it.

M. D. McLeod

TABLES

A splendidly clear set of tables showing the product of every number from 2 to 99 multiplied by 1 to 1000 is in *Collins Essential Calculator* (Collins, £1.25). Percentage tables are also included, and the book facilitates a vast range of calculations.

15 Resources

Programme for a lighter load

PAUL McGEE on Software Fayre

Talk of computers in education makes, for many teachers, the picture of mathematically able sixth-formers pounding away at noisy typewriters producing obscure programmes. There are, however, other uses for computers in education that do not involve the pupil or teacher in writing programmes. They are designed to lighten the load and allow the teacher to teach. Projects which are working towards this were on display at Software Fayre, organized recently by the National Development Programme in Computer Assisted Learning at Olympia.

NIDCAL was set up in January of last year under Richard Hooper with a budget of £2m. It will run until December, 1977. The director reports to a programme committee representing seven government departments, CBT, ESRC, UGC, the Schools Council and advisers from education and industry. Its aims include the development of Computer Aided Learning (CAL) and Computer Managed Learning (CML) on a regular institutional basis at a reasonable cost.

CAL involves the use of a computer in teaching skills or as a help to the teacher. An example is where a child works at a terminal and directly interacts with the computer which sets him questions and marks his answers. This type of scheme was used in Glasgow by Dr W. Tagg. The course is split into 32 modules each of which begins with a television programme and classroom lesson.

The television programme, ensures some degree of uniformity and ensures that all pupils see the material necessary to complete the worksheets.

Children attempt a series of worksheets which have different suffixes; M for machine marked, T for teacher marked and R for remedial or revision. They always start with an M sheet for which they record their answers on machines, and then proceed to a T sheet which they will not usually finish until their results of the M sheet are back from the computer. The T sheet allows a wider range of questions to be set and allows the teacher to check on neatness and presentation.

The computer will give the pupils their marks and comments on wrong answers and guidance as to which worksheet to go on to next and even which questions to attempt. The teacher is free to override this advice, the computer might suggest an R sheet but the teacher could have discovered that the pupil's poor performance had been due to a trivial misunderstanding that has now been rectified and the pupil should move on to a harder sheet.

The last area of interest is school administration. Examples are the production of timetables and information retrieval, eg in helping schools to complete Form 7. Although this is an important area—too many highly paid senior staff spend too much time in routine clerical work and too little in teaching or organizing—none of the projects on display dealt with it. It is, however, being investigated by other bodies, eg the School Timetabling Application Group (STAG).

Mixed ability maths in the first two years of secondary school often produces many problems of classroom organization, syllabus content and transfer. The Hertfordshire Computer Managed Mathematics Project (HCCMP) is run by the advisory unit for computer based education at Hatfield polytechnic under its director, Dr W. Tagg. The course is split into 32 modules each of which begins with a television programme and classroom lesson.

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Sheets have prefixes A, B, C and D, and D is meant to be difficult and C is the cut-off point, ie the point that all pupils should reach. In this way all pupils cover the basic course, progressing at their own rate. There is also a parallel course covering 90 elementary topics in arithmetic where the computer sets and marks the questions.

The materials for this project are produced jointly by the teachers and the project staff. The teacher never loses control. He still introduces each topic, marks pupils' work and always free to override the computer decision at any time. The teaching materials are subjected to continuous review by the teachers and the whole project is being assessed by a scientific group from the University of East Anglia.

Further information about the project can be obtained from Dr W. Tagg, Advisory Centre for Computer Based Education, 19 St Albans Rd, Hatfield, Herts.

The Learning Borough of Havering's Educational Computing Centre, under its director Mr W. R. Broderick, has developed a CML package that will mark pupils' tests, prescribe work suited to individual needs, monitor individual and class progress and report that back to the teacher and manage other functions such as the allocation of equipment. The scheme differs from the Hatfield project in that it keeps a complete history file for every pupil.

Its designers argue that you need to keep a complete record of all the work that a pupil has done, not just his last assignment, in order to work out what his next assignment should be. The more information you store the more accurately you should be able to judge the pupil's level, but you need to store the computer storage and computer time.

This programme is written in FORTRAN IV so that it should be easily transferable to another computer, but a user would still need a competent programmer to rewrite the hundred or so lines that deal with the history file. A test of its transferability will come in January when it starts work in Lopham. The present courses offered by the scheme are on respiration and

photosynthesis. They last six weeks. As with the Hatfield scheme, the teacher can override the computer's suggestions.

The computer marked tests can use multiple choice answers, numeric answers or even short sentences since it is claimed that the programme looks for key words and can even deal with slight spelling mistakes. Teachers and/or pupils can feed back to the computer how long each assignment took so that this can be taken into account in future lesson assignments. All work that is not completed from one assignment is automatically put at the front of the next assignment. This is especially important when you realize that the computer also sets homework.

Anyone who is interested in further details should contact W. R. Broderick, Head of the Educational Computing Centre, Teachers Centre, America, Tring, Carpendish, Hatfield, Romford, RM3 3QA, Essex.

South Glamorgan are developing a reading scheme which they hope will effectively help to teach children with reading ages of between seven and nine. They are particularly interested in remedial readers.

The first phase of the system, which will start in January with 370 pupils, is to discover which teaching aids and materials have been effective in teaching children to learn to read. This will be done by the computer using profiles of each child built up from information gained from parents and infant schools to assign children.

Computer Aided Learning Tasks (CALTS) provide an average child with about 30 minutes work. The children's performance is assessed by the teacher who records the information on a computer printout which he returns to the computer centre. From this the computer assigns the pupil to another CALT and records his progress.

As with other systems there are CALTS which let the pupil progress and others that repeat and reinforce techniques that are not fully mastered. All the CALTS were designed by remedial teachers and advisers with the help of the project staff. The teachers can again override the computer's suggestions—a factor which is enter-

ing as a very important part of all successful schemes. When the first phase is complete, all the information that has been stored about every child will be analysed to see which CALTs have been effective in meeting the children's needs. The programme will then be redesigned and will be used with remedial readers throughout the complete age range. This in turn will be evaluated and redesigned before it will be made available to other I.E.A.s.

If such a scheme were generally used for all children, it should be much easier to spot the child who has real reading difficulties and, because of the history file, to more accurately diagnose what the problem might be. The scheme will be assessed by comparing the results with the results of a similar group in Sandwell who will be taught by more traditional methods without the help of the computer.

It was particularly pleasing to discover a project where the computer was being used by history teachers for information retrieval. The need for computer storage comes about because of a growing interest in local history by a group of Suffolk schools, who were studying census returns for their villages. It is possible to answer questions on each village by manually working through a record, but the work involved in answering questions on all the nine villages is much too laborious and would kill any enthusiasm.

The idea of this project is to form a data base of information from the census of 1851 which could then be accessed using a programme called FIND developed by ICL for general information retrieval. Pupils learn the sort of information that can be extracted from the census by manually working with their local census and then form theories that they test by asking questions of the data base.

Those interested in further details of the project should contact Mr B. D. Lopham, Study Director, Room 61, Suffolk Records Office, Suffolk Education Committee, Ipswich, Suffolk. For more general details of FIND—renamed TRIS (Information Retrieval in Schools)—should contact ICL/CES, Computer House, Euston Road, London, NW1.

THROWING IDEAS INTO THE MARKET PLACE

Michael J. Smith

Handbook for Modern Language Teachers. Edited by Alan W. Hornsey. Methuen £7.95. 0 423 89690 3. A Practical Guide to the Teaching of French. By W. G. M. Rivers. Oxford University Press £2.90. 0 19 50151 2. Mixed Ability Teaching in Modern Languages. By George Varnava. Blackie £1.50. 0 216 88912 5.

The only difference between a rut and a grave is that the former is less deep. This is a truism which no teacher, and in particular no teacher of living languages, can afford to ignore. The modern linguist above all must avoid becoming dead in his approach, the rut, the potential graveyard, he must similarly avoid. He must make the necessary effort to look critically at time-honoured teaching methods and favourite course material and to examine objectively his preconceived and cherished ideas. In-service training will frequently provide the opportunity for such radical reappraisal. Often, however, the teacher is left to his own resources, and he could do far worse than to include among those resources these two volumes by Hornsey and Rivers respectively.

Ironically, Hornsey begins his introduction with the words: "This handbook is not a guide. What it does is to provide the elementary school teacher with the elementary school teacher's guide." With similar modest realism, she claims: "We do not provide final

answers. What we have written is intended to provoke lively discussion." Hornsey again: "This handbook is a compendium of views, arguments and suggestions for debate and discussion. Teachers might like to try out some of the ideas with their classes and then modify or reject them in the light of their experience." Fair enough.

Both Hornsey and Rivers, then, are concerned with throwing ideas into the "modlang" market-place. Both books, written by those concerned largely with teacher-training, begin each chapter with a theoretical discussion, which is then applied to practical issues. But for all their similarities, there are important differences, arising not least from the fact that Rivers' book is written for teachers of modern languages in secondary schools. It is thoroughly British. If not English; your average TES reader will immediately feel at home when he opens it and finds familiar contributors from the current modern languages scene: David Smith, Michael Buckley, M. C. Elston, Hornsey himself and others. More important, perhaps, he will at once be able to apply the ideas to his own teaching situation, as the writers make recommendations specifically for a certain year-group or a certain type of school. Professor Rivers, however, writes for an American readership which is more familiar with the elementary school than the junior high school, the high school.

In both books the English reader will find a vast wealth of points of absorbing interest and undoubted value, but in the Guide many of them will become lost amidst a welter of unfamiliar linguistic verbiage (structuralist, functionalist, etc.) and a mass of references to literary measures. Much of the material in Rivers, too, is of a more advanced standard than one would encounter in English secondary school teaching, even in the sixth form. In places we enter the realm of psycholinguistics.

Neither book supports a trendy extreme oral method in which formal grammar is anathema. Rivers takes a "middle view" between "progressive development" and "immediate communication". "The language learner must learn rules", says Hornsey, albeit somewhat apologetically, although we must avoid an excess of terminology. "A barrier to learning", Contributor Sheila Rowell ("Introducing Verbs in Motion in Russian") recommends instead of terminology the use of symbols, which can be quickly jotted in the margins of exercise-books. And she is not ashamed to suggest "a brief explanation in English". Amen to that! Jennifer Ford writes a useful section on dictation, increasingly under attack; we should see it not only as a spelling test; it must be relevant to and capable of consolidating the pupils' previous language-learning experience. One of the most helpful sections in the Guide is the detailed critique of a large number of exercises of the types found in published courses.

It is in the context of dictation that Jennifer Ford says: "The slowest writer in the class needs to be obliged to ensure that he is keeping pace with the rest." This brings us to George Varnava. As a sceptic where mixed-ability teaching is concerned, I wonder how long he would wait for the illiterate or semi-literate member of his mixed-ability class to keep pace. If he subscribed to the Ford thesis, probably he would not subscribe to such a lock-step teaching situation.

Mr Varnava argues cogently that egalitarianism and the abolition of selection within the secondary education system imply its abolition within the school, although he is open-minded enough to accept that mixed-ability teaching has not yet been proven to be more effective than other systems. His thesis places a modern language within the core subjects, at least for three years; it is, after all, usually the only compulsory subject in which the low-ability pupil, who already has a poor performance record in everything else, can succeed. "Also," says Mr Varnava, "the exclusion of any group of pupils from learning a foreign language leads inevitably to the general assumption that such pupils are academically or intellectually inferior". If they are excluded, they have to study something else, in which there is no guarantee that they would be any more successful.

George Varnava's book is not, however, primarily a defence of mixed-ability teaching. Based on his experience at Holland Park, it deals with the problems of organization and of classroom teaching consequent upon the introduction of mixed groups. Many unconvinced teachers will hope to find an escape-hatch by quietly forming ability groups within the class. Not so the uncompromising Mr Varnava, who insists that any group work should be carried out in mixed-ability groups. He is, however, aware of the dangers of levelling down: the provision of work, he says, must take into account the most able as well as the least able, and all must work together towards the common good of the group. Setting might most reasonably be introduced at the point where a conflict of interests within the group is seen to have developed. Some are born to mixed-ability teaching, some achieve it, and some have it thrust upon them. Mr Varnava has some most useful and practical advice for all the mixed-ability situations, whether they may be willing devotees or reluctant participants.

The Secret Life of Plants. By Peter Tompkins and Christopher Bird. Penguin. 75p. 0 1400 3930 9.

This is a mixed up book: ill formed hypotheses "proved" by home set out to show how much more involved in the living world are plants than they first appear to be and that they have emotion and respond to human emotion. This may well be, but non-repeatable scientific experiments are no proof; and the mini-biographies of Bose, Goethe and others do not seem absolutely relevant.

This book will, nevertheless be a best seller, for between its covers it touches on ESP, psychokinesis, UFOs, dowsing in fact everything which station house bookellers are bulging to shove, though the authors are sending us all up. This book could be a joke. At least twice the young lady who can enter a plant mentally is a Miss Sapp (colour photographs of "energy emanating from American coins" show red, white and blue.

The Human Way. By M. Russell Bernard. Collier Macmillan. £1.20.

Bernard's book is a selection of handy, mainly light, readings moved by American authors. It could be useful if backed up by well-organized teaching. But, if any of these books is to be read by students it would be best if it were Fox's; for that has some excitement of discovery in it.

M. D. McLeod

TABLES

A splendidly clear set of tables showing the product of every number from 2 to 99 multiplied by 1 to 1000 is in *Collins Essential Calculator* (Collins, £1.25). Percentage tables are also included, and the book facilitates a vast range of calculations.

Third World pieces, posters and packs

Topic Sheets; Booklets on Trade and Aid; Information Packs on Bangladesh and minority countries; Cartoon Posters on the world food crisis; Project Posters on Lesotho, Sierra Leone, Ethiopia, Tuluva, India and Argentina with notes for teachers. Information Unit, Christian Aid, PO Box No. 1, London SW1V 9BV. Various prices.

Christian Aid have launched a series of new publications which they hope will "alert the British public not only to poverty, but to the day-to-day realities of life in the poorest countries". Material suitable for secondary schools, youth and adult groups includes five topic sheets on Bolivia, Namibia, community health, the role of women and aid. These are well designed with maps, diagrams and photographs interspersed with quotations, text and discussion questions. Useful reading lists are given.

Five booklets concentrate on different aspects of aid, namely *Why Aid?*, *What Can We Do?*, *Aid or Trade?*, *Whose Aid?*, *Alternatives*, all written by Jonathan Power and Alice Clark. They provide a good background to the other available materials. They are well-produced and contain a great deal of information which is difficult to obtain elsewhere.

The information packs are really a collection of broadsheets edited by John Montagu and Peter Snow. They have many unusual and attractive features and are well-designed.

though the reproduction gives them the appearance of ancient documents.

The posters are suitable for junior children. Christian Aid projects are illustrated on each poster and can be coloured by hand. The posters would need support from sources listed in the Development Puzzle (VCOAD). The cartoon posters might also be used at this stage as they show the main problems in a striking way.

These resources will help the user to reach "through the miasma of international politics so that he comes to grips with the real and basic issues". One hopes, however, that the recurrent theme of a heartless, privileged, dominating, neglectful, rich world on the one hand, and a submissive, impotent, helpless, poverty-stricken Third World on the other, does not come out too much in black and white. The problems are less clear cut and guilt not so easy to apportion.

Much of the material attacks our own world as if it were a crime to have succeeded and to have developed a significant civilization. It is not possible to help others through literature, resources and in material ways without continually drawing attention to economic contrasts between world blocks which are uneven, illusory and occasionally nostalgic. After all, Britain is seeking aid from quarters not much different from the underdeveloped world of the Middle East. By AD2000 we may be a leading contender for our own Christian Aid.

Bryan Waites

Smaller and smaller

by Alan Adams

Electronic Calculators, Ltd. Educational Productions, 410, Broad Street, East Ardsley, Wakefield, West Yorkshire WF3 2JN.

A few years ago the idea of a £10 pocket calculator would have been laughed at. Now they can be bought for little more than a dinner for two, which is probably a commodity on current values.

The first electronic calculators were not only expensive but also large and heavy. However, space-age electronics started the shrinking process which has given real pocket calculators of surprising power. Recently, a number of policy declarations have appeared from the various examining bodies on the subject of electronic calculators. They now seem to be viewed as a useful like the drawing instruments regarded as essential for many examinations.

This wall chart has two parts. The first shows the history of calculators from the sand abacus of 3000 BC to the hand-operated desk calculator of the 1960s. The main part of the chart deals with three types of modern pocket calculators: the basic four-function model, the memory type and the complex "scientific" model with trigonometrical and mathematical functions. Each type is clearly illustrated with the fully worked example of everyday use. There is also a full list of technical terms associated with the machines.

16 Resources

M. J. CLARK on geography materials

Twentieth century USA

VP Filmstrips: EB 7-12 "20th Century Environment: its origins and growth—the USA" by John Bailly. Visual Publications, 197 Kensington High Street, London W8 6BB. Each filmstrip £2.75 (set of six £14.85); optional audio cassette £2.25 each.

John Bailly's six filmstrips are a personal invitation to look more closely at the links between people and the places that they build. The pictures present a visual image of the United States, and the accompanying handbooks (and optional audio cassette) encourage us to seek a psychological or sociological interpretation of this image.

The result is stimulating and often surprising, though the series are skillfully arranged so as to make the experience progressive and convincing. By way of introduction, *Environment—its Use and Abuse*—examines many of the varied cultural sources of the American-built environment. At the same time it sets us thinking about our attitudes to the resulting styles together with their many combinations, adaptations, interpretations and simple imitations.

The main themes of the series are therefor presented in three filmstrips. *Enclosure and Exposure* uses the historical dynamism of United States settlement migration to introduce the notion of environmental enclosure, and to specify some distinctions between vehicular and pedestrian environments and between the American and European versions of them.

Identity and Anonymity centres on our response to the built environment rather than its objective characteristics. Particular attention is devoted to the concept of scale—in part a visual phenomenon, but equally a matter of our association with the environment's function. Here, as so often in this series, a

probing of personal attitudes is of central importance.

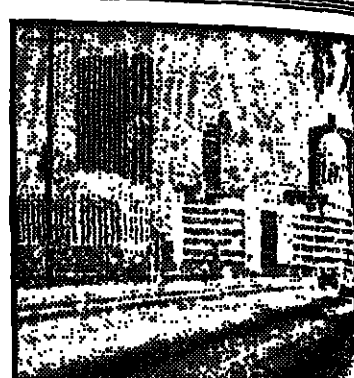
A deeper investigation of the sociological symbolism of the built environment is provided by *Castles and Communities* in the form of glimpses of modern and historical buildings designed for security in isolation, buildings designed for an open community and buildings which aim for the latter function but achieve only the former.

An element of exemplification and reiteration is present in the remaining two filmstrips in the series. *Some Cities* advances the argument mainly by adding the concept of urban morphology in general, and in particular considers the handling of relationships between human scale and high-rise environment. At the same time it extends the gazetteer of American cities illustrated in the 220 artistically and technically excellent pictures in the series.

America, America opens in a similar mood of exemplification: one man's kaleidoscope of American images—some good, some bad. But the mood is essentially optimistic, and as we look again at some now-familiar faces of the United States scene we are finally persuaded to consider not so much the function and identity of the buildings as the role and individuality of their builders.

Clearly this series is aimed primarily at the American market, and although it can profitably be used for British study (particularly in a comparative framework), it inevitably loses some immediacy.

One of Mr Bailly's perceptive observations on the contrasts between European and American towns is that in Europe you travel to towns whereas in the West you travel through them. The comment applies also to this series: it presents an unparalleled opportunity



to travel through a great many facets of the American built environment. You don't have to accept all of your guide's value judgements or agree with his priorities, but you can hardly fail to welcome both his enthusiasm and mastery in putting forward such a coherent personal view against which to sharpen your own. This visual study may be expensive in absolute terms, but it is also extensive, evocative and truly educational.

VP Filmstrips: North America 6. "Forests and Fibres", 7. "Livestock", 8. "Fruit and Vegetables", 9. "Grain Crops". Compiled and annotated by Ruth Wep. Visual Publications, 197 Kensington High Street, London W8 6BB. Filmstrip and notes £2.50 each; optional audio cassette £2.25 each.

The VP North America filmstrip series was launched earlier this year with four introductory units examining the land, its people and its resources on a continental scale. Publication of more specialized studies has now started in the form of systematic topics (here reviewed) and regional treatments.

The 38-9 frame colour filmstrips (in double-frame or captioned single-frame format) are technically and artistically excellent, using a varied combination of aerials, landscapes and close-ups to explore land use topics. Coloured diagrams and maps

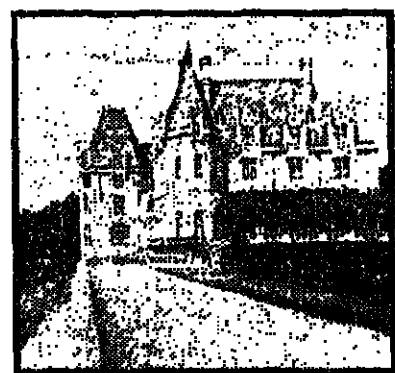
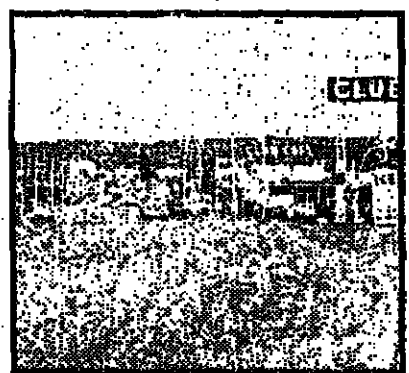
are employed sparingly but effectively to generalize the photographic information. This graphic presentation is supplemented by a detailed 16-page handbook for each filmstrip, and in addition optional audio cassettes are available giving an informal but informative 12-15 minute commentary aimed at the middle ability and age range.

In each case the treatment involves brief consideration of physical background (climate, soils and landscape) and an indication of aspects such as the appearance, growth stages, harvesting, transport, marketing and processing of the crop or animal concerned. This format is most successful in *Forests and Fibres* and *Grain Crops*, the approach concentrates on a few main crops allowing for the development of both reasonably comprehensive case studies and general background implications. For example, *Grain Crops* opens with a 10-frame general introduction covering physical basis, mechanization, irrigation, plant breeding and fertilizer research.

In *Livestock and Fruit and Vegetables* this ideal is less easy to achieve, and the decision to opt for maximum coverage of crops entails inevitably superficial and descriptive treatment of many of the individual types. Selective use of pictures and full use of the supporting notes should overcome most of these problems, though care will have to be taken to increase the emphasis on small-scale production and the implications of international output and pricing, both of which tend to be neglected in favour of a large-scale but continental viewpoint. Nevertheless, teachers will find these units to be generally visually impressive and educationally satisfying.

VP Filmstrips: North America 5. "The Northwest Pacific Coast: Cool Temperate Zone", 10. "The Gulf Coast". Compiled and annotated by Ruth Wep. Visual Publications, 197 Kensington High Street, London W8 6BB. Filmstrip and notes, £2.50 each; optional audio cassette £2.25 each.

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Aspects of America. From the filmstrips.

Resolutions and technology

by Owen Surridge

Opportunities to honour resolutions on getting to grips with educational technology are plentiful in the New Year courses offered by the National Audio-Visual Aids Centre, London.

The programme opens, with a dip into theory under the title "The Systems Approach to Education". This two-day course will discuss defining objectives, selecting methods and applying network analysis to curriculum planning. It takes place on January 12-13 and is followed by a practical introduction into the application of programmed learning techniques, including instruction in algorithms and test construction.

Closed circuit television gets a good airing, with no fewer than eight courses for novices and the experienced. Dates for the novitate are, January 6-8, January 27-29, March 10-12, June 15-17; for the more experienced, February 9-13, April 5-9, May 17-21; and for those interested in portable equipment April 29-30.

There is also a special course on the use of television in microteaching for lecturers in colleges of education (March 25-26).

Management of media resources

and services in schools and colleges gets a variety of treatment: seminars aimed at principals, heads of department and librarians—in schools March 4-5; in colleges May 6-7. The development of resources centres in secondary schools is the subject of a course on February 18-20, in colleges of education January 22-23, and in primary schools June 1-2.

There is a course on photography and an educational aid (May 26-28) and another for those interested in film work (May 24-28). Would-be producers of slide and tape programmes can learn the technicalities involved in courses planned for March 22-24 and June 30-July 2, while those new to the language laboratory can get to grips with the specialized teaching methods required in a session on June 28-29.

General sessions on the production and use of audio-visual aids take place on March 30-April 2, on reprography May 10-14, and on graphics May 12-14.

For those wishing to take a comprehensive view of the whole of educational technology a diploma course opens in September 1976, closing date for applications, February 28. Full details from the Registrar, National Audio-Visual Aids Centre, 254 Belsize Road, London, N.W.6.

Storytime

Tallulah Pinnacle Storyteller. Cass. £1.95, record £2.45. Pinnacle Electronics Ltd, Electron House, Cray Avenue, St Mary Cray, Orpington, Kent.

The essence of good story-telling lies in the intimate relationship which develops between the teller and listener. However, as all parents and teachers know, there are times when the child craves a story with no personal teller available, and Pinnacle Musical Storyteller point out that car journeys are one of these times.

They have produced on record and cassette the Tallulah Car stories, which are absorbing and amusing and fill this gap. Tallulah is an enchanting addition to the range of children's animal characters, combining true innocence with a knack of surviving all her adventures and setbacks, and occasionally coming close to losing at least one of her nine lives.

The stories and songs are written by Ken Howard and Alan Blackley, and delightfully told by Leslie Crowther. Andrea Clifford.

Correction

In our issue of December 12 the price of the Tandberg TCR221.2 cassette recorder was incorrect. The recorder costs £149 plus VAT.

All in the packaging

by Mike Torbe

Primary Workcards. Williams & Conn: Blackie & Son Ltd, Wester Cleddens Road, Bishopbriggs, Glasgow G64 2NZ. Price £2.80 per set.

"They tell you more than you have to do", commented one nine-year-old boy looking at these cards, which are designed "to provide school-children aged eight to 12 with integrated craft, creative writing and discovery work". Each card is in four-page book form, in this card, with a colourful picture on the front, illustrating the craft work.

"It is very simple to make a model of a hedgehog like the one in the picture. If you are careful, you can make him look very real." Page one explains, sometimes rather casually, how to make the model. Page two has creative writing suggestions, and very much more they are, too ("Look at your model and see if you can write a short poem or an adventure story about your hedgehog. Here are some words to help you: ... nocturnal").

Pages three and four are intended to encourage the children to find things out—"discover all you can about these creatures". There is no indication about the suitability of cards or sets for children of various ages. Presumably

they are felt to be equally suitable for any age—a presumption which I doubt.

Children who have seen the work cards react consistently. They begin enthusiastically, attracted by the bright colours and pictures on the front, but find the assignments uninspiring. Good teachers, as the authors undoubtedly are, will live them up in use; but then good teachers will probably already have ideas of their own.

Young teachers looking for craft ideas may find the suggestions on page one helpful; and the division into Animal World, Man's World, and Make Believe is suggestive. Some of the ideas on pages three and four are useful but most are unoriginal; and here, especially the authors fall into the common trap of implicitly talking to the teacher over the heads of the pupil.

Many of the ideas clearly need a teacher's intervention and help, for example, "Make a frieze about the Story of Gloves".

It would be useful to have a complete set in the staff room for reference; but at £2.80 each they are expensive, and I would sooner buy half a dozen of the Nelson's "Mud" series, complete with teacher's manual, which this lack of imagination and lack of any genuine rationale behind these work cards.

17

Ideas,
argument, experiences,
research



Are Christmas activities a waste of educational time?
Talkback competition winners

Down with Christmas!

Terry Mahoney

Last week teachers all over the country left their schools with a sigh of relief. The term's Christmas duties have been fulfilled (the word "duties" is used meaningfully).

Listen carefully to staffroom conversations in the second half of the Christmas term and you hear such comments as: "I wish I knew what time to decorate my classroom in this year", "Do you think we ought to have an all-coloured nativity set?", "Blasted recorder group! I've been ready for the end-of-term parade". And so on. Most teachers can reproduce a score of such comments.

For many schools and teachers the Christmas arrangements become too important and take up a disproportionate amount of time, resources and energy. Right through the educational spectrum, from infant school to university, the Christmas celebrations hold the same pride of place. What is there about this occasion that makes it consume maybe more educational thought than some serious pedagogical issues? Few would argue that its religious connotations render it so important.

The time has now come to reconsider its favoured position and to relegate it to a more lowly, and more sensible place, in line with any other calendar event. To make such a statement does not indicate a kill-joy attitude, it merely represents a realistic approach. For example, in the Christian calendar, Easter is considered to be a time of central importance; this event is celebrated in schools, but with much less pomp and ceremony. It can be argued

that schools merely reflect society in the emphasis they place on these events. But it can also be argued that the rest of society does not place so much emphasis on Christmas as the schools.

Having talked to teachers in primary, secondary and further education, I have found that some are concerned that decoration making, nativity rehearsals, parties and allied festive activities are interfering with "stocking fillers", but that, after serious consideration, they do not come under the heading of "educational", except perhaps in its broadest sense.

Education can only be justified in school where the learning that takes place is intentional. Now, if teachers are going to argue that anything up to seven weeks (20 per cent of the school year) is validly taken up with the kind of activities mentioned above, then they are putting ammunition into the deschoolers' hands. In fact, if the comment "I'm glad Christmas

is over so that we can get on with some work", is uttered by any teacher, this is powerful enough indication that all the effort that has been put in for its celebration is dubious in its educational merit. When serious concerns about standards of literacy, numeracy and other educational issues are voiced, we should be worried that one event is so time-consuming. Of course, it can be argued that much intentional learning takes place around the central theme of Christmas, but against this thematic argument can be placed Shipman's apt phrase, of such activities merely amounting to a "porrour of trivia".

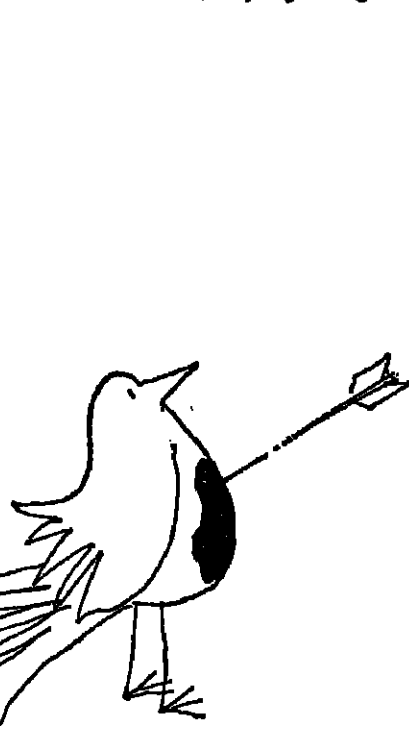
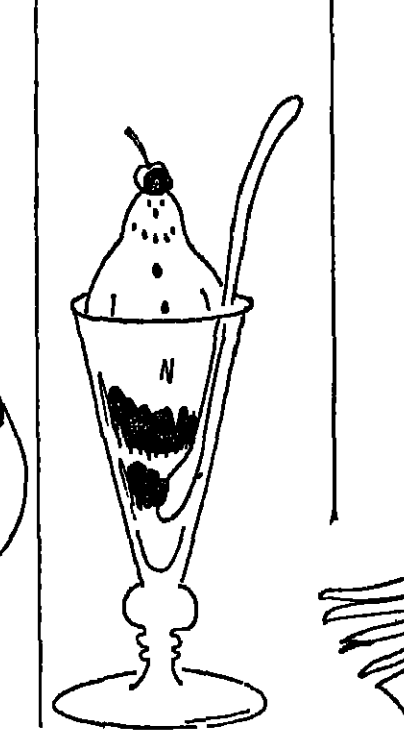
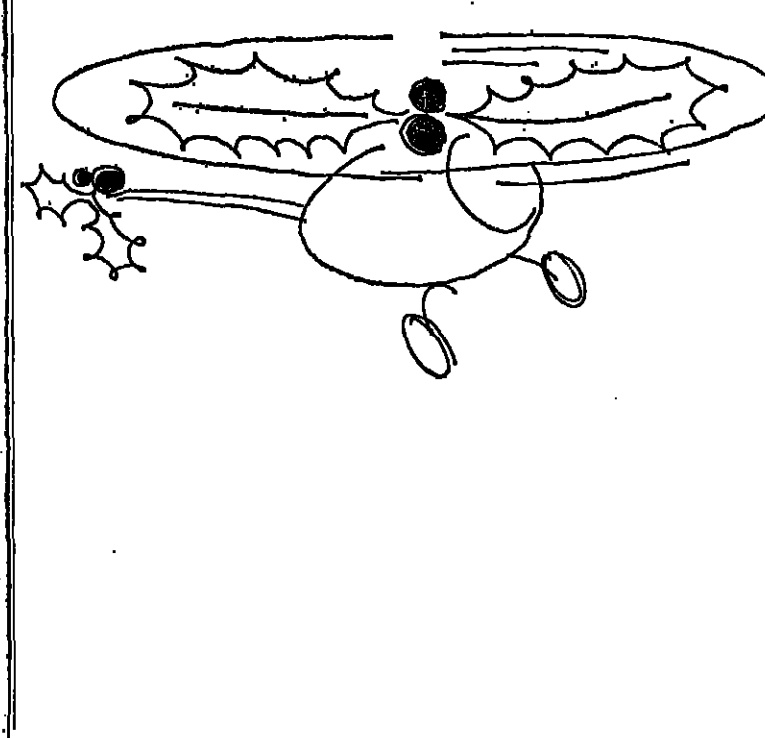
Up and down the country, classrooms are lavishly decorated, recorder groups, school orchestras, choirs, nativities, musicals, reviews, pantomimes and plays are rehearsed *ad infinitum* and *ad nauseam*, so that during the last hectic weeks of term, parents can view the finished product, giftwrapped and sometimes quite professional. Par-

ents and children—even some teachers—understandably receive much pleasure from all this activity. But is it really worth it? Is it really the role of the school to go to these lengths? When pupils apologize to their teachers that they have not been able to do their homework or revision because of various rehearsals and performances, then the concept "education" deserves attention.

A famous comedian used to rebuke his audience "Temper your hilarity with a modicum of reserve". Substitute "festivities" for "hilarity", and his imperative relates sensibly to school. Teachers must always examine their objectives closely when presenting any activity as a learning activity. Time at school is precious; too much is wasted annually for the sake of Christmas.

Terry Mahoney teaches at the Melton Mowbray College of Education.

Cartoons by Nigel Paige



Review

it
yourself

We print here the four winning entries in the Talkback competition, in which teachers were asked to write briefly about the book that had made most impact on their teaching this year

The Black Rainbow
Edited by Peter Abbs/Heinemann

State School
R. F. Mackenzie/Penguin

What to do in a general English course for sixth-formers is a question that annually confronts me—and a successful answer this year is to teach a course based on this book. A series of stimulating essays on most aspects of culture—pop and serious music, permissiveness, pop poetry, novels and architecture, for example—the book invites response, often infuriates the student, but helps them to think about the way our society is heading.

The tone varies from the amusing, in the essay on pop poetry, to the serious consideration of the implications of "Crow". The chapter on the use of language today leads to some particularly interesting follow-up work, and the final long essay on the modern world picture stimulates most disagreement. Reviews of the book have mentioned the annoying misspelling of certain names; but this is carping, since the book offers so much that is challenging to both teacher and taught.

G. L. Gibbs

G. L. Gibbs teaches at Spondon School, Derby.

Jeremy Harvey

Jeremy Harvey is deputy head of The Ward Farnham School, Buntingford, Hertfordshire.

'Non-Verbal Communication and the Education of Children'

P. and H. Byers/
article in Functions of Language in the Classroom/Teachers' College Press, Columbia University

This article has not so much affected my teaching of English in a comprehensive school, as made me look anew at the whole concept of communicating with children in the classroom.

The Byers point out that there is a grammar of non-verbal communication—every act that accompanies or complements or replaces speech—which is culturally determined and carries from group to group.

It made me wonder whether, when some children fail to learn, or teachers fail with particular children, there is a breakdown in non-verbal communication, simply because we are not aware that such a mode exists, or that there is a grammar or system to it which may differ from our own because the child comes from a different group—whether that group is different socially or ethnically. If we are to teach effectively all groups of children, we must, at least, be aware that such modes of communication exist even when we cannot analyse them.

J. A. Mufty

J. A. Mufty teaches at the County High School, Saffron Walden.

Language, the Learner and the School

Douglas Barnes, Harold Rosen, James Britton and LATE/Penguin

The book which influences us most is not necessarily that which presents us with radically new ideas. It is more likely to be that book which crystallizes our own nebulous thoughts and confirms what we have always vaguely suspected.

Such a book for me is *Language, the Learner and the School*. It was the first section, by Barnes, which most intrigued me. Unlike much of modern educational writing it is jargon-free and easily readable. It describes how teacher and pupil talk to each other in the process of learning.

What held my attention was the questioning and answering. So many of our questions are imprecise, but demand a precise response, and the pupil strives to give not just a right answer but the right answer, that is, the one upmost in the teacher's mind.

Impact on my teaching? I try to ask precise questions. I try not to deny an answer which may be correct but is not exactly the one I was seeking. I try to find something positive in each answer.

A. J. Orme

A. J. Orme is head of humanities at Edward Sheerien School, Barnstey.

John Coyle

22 Arts/Reviews

THEATRE AND EDUCATION

CHRISTMAS PAST, PRESENT AND FUTURE

Peter Fanning on some more school productions

Christmas time again. In Richmond, taped-recorded carols blare above the traffic noise, bringing comfort and joy to harassed shoppers and a great profit to shopkeepers. At the Adult Education Centre there Mrs de Leon's School of Drama presented *Cinderella*—and very wittily too.

There was a Ghost of Christmas Past in this traditional pantomime, complete with all the well-trodden business from guarding Buttons's scotcher at the beginning to the appearance of the ghost in the penultimate scene. It was like putting on a worn and comfortable glove and had just the right blend of old jokes and icing-sugar sentimentality.

The only break with tradition was the Tidy Sisters. Young ladies indeed! Whatever next? But Carol Cooper and Su Woodard swept through the show with panache and North Country vulgarity. Poor old Cinderella had a rotten time, fighting to keep aloof on everyone else's laughs. At the performance I saw there were not many children, but the few enjoyed themselves. It was good to see how relaxed the cast was—especially when things went wrong.

But 30 Richmond children out for the evening with mum is one thing. Three hundred noisy school child-

ren in Swindon is another and at Swindon Technical College the going was not so easy. This was a home-grown production, mostly about vicaritis. Homer, the Simple Simon hero, is bewitched by Grendel, a two-headed dog (who is really Aunt Celia's husband and he is bewitched as well). Homer needs vitamin pills to bring him back to his senses. Will he discover the right pill and find true happiness?

Now, as every teacher knows after a noisy lesson, the question is not what went wrong with the kids? but what was wrong with the material? This material was the stuff revues are made of. Spoofs and quotations from *The Importance of Being Earnest* fit better into a college rag than into a Christmas entertainment for eight-year-olds and the pantomime mechanics of "Oh no it isn't" are not enough to bridge the gap.

But if Jim Moeller's creation was not a good idea, it certainly had some good ingredients. Grendel the dog was a great success, a geyser, scarlet double-act — Pinky and Porky in one—and the best moments came in the musical set-pieces, when fantastical things happened without rhyme or reason. A lot of the verbiage washed over the children's

heads. But they'll remember the two-headed dog and a whirling merry-go-round of figures—and Grendel.

There was not much rhyme or reason either in parts of *But Dad, I want to be a golfer*, which Fabian Worfield has written and produced for Hants House Youth Theatre, Twickenham. Based on words by John Lennon (mostly in *His Own Write*), it deals with the fantasy life of Henry. Another Billy Liar? Well, almost. But Henry's sickness is chronic: when he enters his dream world the dream takes over. The actors walk out on the film director; the hunter ends up as the fox. And meanwhile two pathetic parents sit at the breakfast table as an eternal memento mori. Growing up means following dad's trade (summer "striving" and winter "clearing" it is a deadly dull. So back to the fantasies.

Lennon's prose is an infantile Jabberwock, full of little surprises ("Anything you say may be used in Everton against you"). Tell muddle what's the matter? There is the classic "Famous Five" sketch and other old favourites: *Treasure Island* and *Sherlock Holmes* are vigorously massacred. Tony Wilds was excellent as Henry, a lost and energetic "Nowhere Man", like an adolescent John Aubrey, and he was

supported by a versatile cast.

But *Dad, I want to be a golfer* is still a patchwork quilt and the pieces are not sewn together with a very fine thread. The style is that of a nostalgic review and some of the sketches are so tenuously linked that I suspect they were thrown in just for the hell of it. Nevertheless, it was fun to watch, and with the Dodger group playing Beatle golden oldies live, it was fun to listen to as well.

But there were no tidings of comfort and joy at Bedales School this year. John Batstone's production of *The Devils* by John Whiting is enough to send a shiver up Jacob Marley's spine. "Justice has nothing to do with salvation" and the tale rolls inexorably like a Greek tragedy. At times the pace was too deliberate, as scenes after scene began and ended with a slow, slow fade, like a history book with too many chapters. But the bits in between were hard-hitting enough.

The Devils is a tale of superstition and power politics and that nasty something that lurks festering beneath the hard, clean surface of repression. Nicola Belfrage gave a frightening impression of Sister Jeanne, the sexually frustrated schizophrenic, with her bunch of raving nuns, and Christopher Cowell

was a strong and enigmatic Grandier, searching for self-transcendence. "Offer God pain, confusion and disgust." What a marvellous subject for a Christmas play.

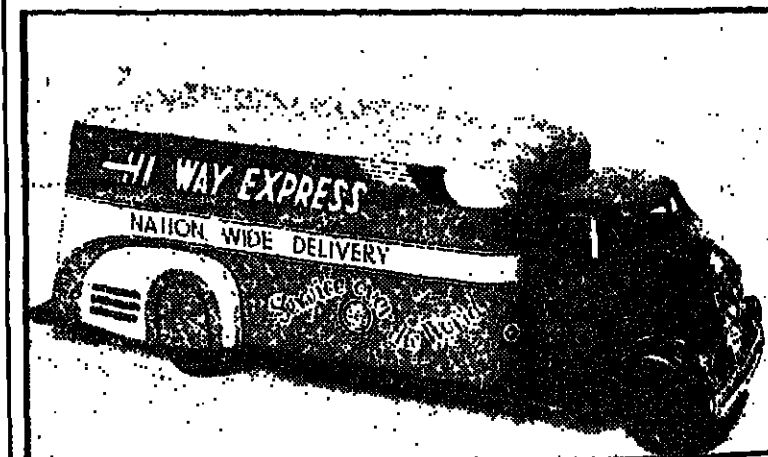
Regular as Christmas is the Forest School Shakespearean production. *The Merchant of Venice* is not the first play that springs to mind as choice subject for a secondary boys school, so it was surprising to learn that it has been Top of the Pops during the 100 or so years of the school's tradition. These productions are workmanlike rather than surprising and this year was no exception. The only eccentric notes were the guitar interludes, which sounded remarkably like the theme tune from *The Magic Roundabout*.

Otherwise, the play never lost its way, but it never quite took off either. In spite of the thrust and the rich pink stage cloth, the never felt the atmosphere of Venice or Belmont. And, even when Antonio was about to be gutted, the emotional temperature was only lukewarm. It is asking a lot of young actors to make Shakespeare lines their own (Launcelot Gabb and the Prince of Morocco succeeded), and though Shakespeare in schools is all very well, perhaps a break with this particular tradition might benefit rather than hinder.

ARTEFACTS

LASTING EPHEMERA

Bernard Denvir



Hi-way Express Delivery Van. Made by MAR. English, after 1948.

It is always an interesting experience once when a private passion becomes a public spectacle, and it is one of the reasons for writing this column, sometimes for base, usually gives a good deal of pleasure to the general public. At the moment there are two exhibitions running in London which prove how fascinating and rewarding—in all senses—an indulged obsession can become.

At the Bethnal Green Museum Anthony Gross, an optician, is showing his huge collection of tin toys, built up over more than a decade, and providing an iconography of middle childhood which will send waves of nostalgia sweeping over even those whose nursery floors—or their modern equivalent—were littered with Hong Kong plastic rather than Japanese stamped metal. Coming predominantly from the twenties and thirties, and are still produced in small numbers, having yielded their primacy to those more malleable materials which ensure greater accuracy of reproduction, and which are self-coloured.

It is precisely these deficiencies which gave tin toys their particular charm. Although mass produced they retain something of the creative originality of craft-produced objects. They were not more facsimiles, but ingenious reconstructions, still allowing the imagination a certain margin of freedom; their colouring is symbolic rather than clearly defined; their reflections more accurate than their reality; and even their design (that of their era)—and even that of their social dimension, quite frequently they

look like accessories to the work of some primitive artist such as a Vela or even Lowry.

Robert Ople, a market research consultant, is displaying the fruits of his more omnivorous appetite for objects in the intelligently arranged and stimulating tin toy ephemera, *The Pack Age—A Century of Wrapping It Up*. Never can a museum have displayed so significant a collection of valuable objects.

On the other hand, the tracks on Robert Chinnard's *You Remember Boys of Pleasure* (127269) were recorded late in his long life; too late, indeed, to hear him at what had obviously been his best. It is the remnants of a great voice that is left here. But this is not to detract from the respect due to an important guardian of traditional Irish song, or from the intrinsic interest of the source material thus made available.

It is, in fact, Irish music time in a big way, on account of The Chieftains. The Chieftains are a septet of Irish classical-traditional musicians, Irish classical-traditional musicians, at present touring England with all the brouhaha of the pop system behind them. Their personal management has been undertaken by Jo Lusing, whose former protégés have included Paddy Moloney, Spillane, and Ralph McTell. They are longer recording with Claddagh, the specialist Dublin folk label, but with Island, a pop house whose previous ventures into folk have been of the eclectic and electric variety of such as Fairport Convention and Albion Country Band.

A pop Sunday named them as "Pop choice". They sold out the Albert Hall, and went down well even with an audience so largely illiterate that they could not even read the "No Smoking" signs. They have provided music for a National Theatre production, and for a week of "Thought for Today". Their coming was presaged by a series of separate profiles on each of the group's members in a leading pop paper, from which one learned that several of them are classically trained, their work, at present touring England with all the brouhaha of the pop system

FOLK

IRISH MUSIC TIME

Michael Grosvenor Myer

Topic have issued records of two of the most highly regarded of Irish traditional singers, Paddy Tunney and the late Robert Chinnard. *The Mountain Stream* (127264) is Tunney's first record for nine years. He has retained his expressiveness and his mastery of decoration, and lost none of the power and sweetness of his voice.

On the other hand, the tracks on Robert Chinnard's *You Remember Boys of Pleasure* (127269) were recorded late in his long life; too late, indeed, to hear him at what had obviously been his best. It is the remnants of a great voice that is left here. But this is not to detract from the respect due to an important guardian of traditional Irish song, or from the intrinsic interest of the source material thus made available.

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LAND, SEA AND HOT AIR

Jonathan Croall

The Freeway. By Peter Nichols. £1.60. 0 571 10744 3. *The Sea Anchor*. By E. A. Whithead. £1.10. 0 571 10640 4. Faber.

They Are Dying Out. By Peter Handke. *Euro Mathen* £1.25. 0 413 33690 5 (*hardback* £3.00, 0 413 33680 8).

Three plays, three elements—land and sea and hot air. At least these are the abiding images left after reading rather than seeing, the newest works in paperback from Peter Nichols, E. A. Whithead and Peter Handke.

The Freeway is a satire on the consequences of motor car worship, played out on the verge of a freehead's dialogue is sparse, though not sparse—Pines without the silences. It is a powerful piece, not only finely shaped, but also quite able to convey the anguish of the characters through everyday speech, while

motorists are heir to; and of politicians and other groups who use such a crisis for their own ends. Yet the mocking is rather less effective than in Nichols's earlier *Forgetting to Forget*, where he works through individuals to social issues, rather than vice versa. Perhaps trying to get a more rational transport system implemented is not the best motivating force for writing a play.

The four characters in *The Sea Anchor* are also stranded but of their own accord. As they wait on a jetty in Dublin Bay for news of a friend crossing in a dinghy from Liverpool, the marital and other tensions and connections between the quartet gradually surface. Whitehead's dialogue is sparse, though not sparse—Pines without the silences. It is a powerful piece, not only finely shaped, but also quite able to convey the anguish of the characters through everyday speech, while

leaving scope for more metaphysical interpretation of the story. If Ilsen had lived on Merseyside, he might have written such a work.

As for *They Are Dying Out*, I cannot say I made more than a couple of lines per page. But critics seem to take Handke seriously, and his publisher points out that "this ironic blend of big business jargon and Marx Brothers anarchy has provoked praise and controversy in classic form, and been performed". So the blurb may be of use as explanation: "Super-Tycoon Hermann Quitt is setting up a ruthless price-fixing pact with his four biggest competitors, but finds himself suffering from disturbingly irrational impulses... which come into disastrous collision with the 'rational' practices of a capitalist economy, and which bring about a fatal personality crisis in Quitt himself."

I see.

An exhibition worth budgeting for next term is "The Golden Age of Spanish Painting (1550-1700)", being held at the Royal Academy.

Fortunately, the man who suggested the exhibition and chose the 75 pictures is an old friend of the Royal Academy, Professor Xavier de Salas, Director of the Prado, who overcame the difficulties of bringing a number of important masterpieces out of Spain. He felt it important to produce a balanced overall view of the period so that the bulk, aspirations and sensibilities of Spanish people.

Some of the best examples of work by Velasquez, El Greco and Murillo have been brought from private collections, such as El Greco's "Purification of the Temple", or from remote places, like his "Annunciation", part of the immense and vivid altarpiece which has hung since 1883 in the Museo Balaguer at Villanueva y Geltru. This work is particularly interesting as it shows a fusion of Italian ideas (El Greco "the Greek" worked in Italy, where he was influenced by Titian, before living in Spain) with the intensity and mystery of Spanish religious feeling, in tune with El Greco's own character.

There is a wide range of Murillo paintings, from an early commission (1645-66) "St James of Alcalá

"Child Virgin" by Zurbarán

"Child Virgin" by Zurbarán

"Child Virgin" by Zurbarán

"Child Virgin" by Zurbarán

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Feeding the Poor" to his "Immaculate Conception" (one of the most sophisticated pictures on this subject being exhibited and outstanding for its serene and adolescent beauty of the Virgin) and his late, refined painting, "The Martyrdom of St Andrew" (1675-82).

One of the exhibition's revelations will, for many people, be their discovery of masters such as Ribera, Ribera, Cutun, Carrino and Fray Juan Ribi's "Portrait of Fray Alonso de San Vitorio", the treasure of the Burgos museum.

One of the most stunning pictures is Ribera's 12-foot "Calvary", brought from obscurity in Osuna and seen here for the first time. It is a masterpiece of the first time, and has been restored after being badly damaged by French soldiers who used it for target practice during the Peninsular War. One detects Caravaggio's influence in the colouring, but the emotional intensity is Ribera's—the eyes of the Virgin Mary are red with weeping.

Several interesting portraits of contemporary figures include four portraits by Velasquez of Philip IV (Vasquez debilitated after a life of disappointment), the Count Duke of Olivares, the Infante Don Carlos and Mother Jeronima de la Puente Yanez, a nun who at the age of 64 set off as a missionary to the Philippines (1550-1700). "That face tells 400 pages of a history book".

A series of portraits (Spanish still-life paintings) show Dutch influence; a beautiful Zurbarán of

four textured pots, a striking mathematical composition of vegetables, by Cutun and a still life by Van der Haeghe—exhibited for the first time. The latter was discovered by de Salas, on the wall of a friend's house in which he was dining.

To help understand the period the RA have devoted the first gallery to a history in graphics. There are blown-up photographs of contemporary engravings of Granada, Toledo, Seville, Valladolid and El Escorial, with notes on their cultural and economic significance.

There are photographs of the royal family from Philip II to Philip IV, with brief histories of their reigns and comments on their attitudes towards the arts. A map illustrates Spain's artistic centres and a family tree of the artists exhibited contains autobiographical notes. The last gallery contains photographs of cathedrals and museums in which the works are housed.

This is the most expensive exhibition ever mounted by the RA; the increasing cost of safeguarding masterpieces means that such an opportunity may not occur again.

"The Golden Age of Spanish Painting (1550-1700)" is at the Royal Academy, Burlington House, from January 10 to March 14, 1976. Charges have been increased to 50p for adults (children and students half-price), but there is a special rate 50p for adults (children and students half-price) on Mondays and on Sunday mornings, as well as after 6 pm Tuesdays to Fridays, when the RA will be open 9 am to 9 pm.

BOOK ILLUSTRATION

WILD THINGS ON SHOW

Christopher Griffin-Beale on Maurice Sendak

An unusual and fascinating exhibition of Maurice Sendak's children's book illustrations is now open at the Ashmolean Museum, Oxford, until the end of February.

Around 70 originals—a pleasantly manageable size—trace Sendak's progress over two decades to his latest illustrations for the Grimm fairy tales. They include drawings from his most famous books (which he also wrote), *Where the Wild Things Are* and *The Night Kitchen*—but also from some books unknown, or out of print in England.

Though it may seem strange to see such drawings hanging side by side, divorced from the books for which they were intended, the images still communicate—and the exhibition context allows some interesting comparisons. One can judge printers' varying success in reproducing the originals' spirit in one's own copies (though the books themselves are sadly not on display).

And with the help of Brian Alderson's succinctly illuminating cata-

logue (handsomely produced in the manner one expects from the Bodley Head, Sendak's English publisher) one can appreciate the eclectic range of influences which Sendak acknowledges—not only contemporary American commercial art, Hollywood, Disney and comics, but diverse English illustrators and artists, Blake, Samuel Palmer, Rowlandson, Cruikshank and Caldecott. It was these connections that first interested the Ashmolean in such an exhibition. To encourage comparison they have gathered some examples—noticeably from Blake and Palmer—in an adjoining room.

Maurice Sendak flew over from the USA for the exhibition's opening and will be profiled in the TES Children's Book Extra on January 30.

The exhibition will be at the Ashmolean Museum, Oxford, until February 29. It is open Mondays to Fridays, 10.00 am to 4.00 pm, Saturdays 10.00 am to 5.00 pm and Sundays 2.00 pm to 4.00 pm.

ROMAN AND SANS-SERIF

Ian Morimer

Lettering Design. By Michael Harvey. *The Bodley Head* £8.00. 0 370 10377 7.

Michael Harvey is an established and much-respected letter designer whose *Lettering Design* has been awaited for some time. The early stages in the conception of this book were to be seen in the recent exhibition of typographic material given by designer and Bodley Head art director John Ryder to the Bodleian Library, Oxford.

The author is concerned more to demonstrate an awareness of good principles than to give a more copy-book of methods and samples, and in this his enthusiasm and obvious love of letters are infectious. The book succeeds in presenting basic information about letter proportion and design and enables the student to witness the processes of a creative, practising letter cutter and designer.

All the illustrations are very clear and there are sections on basic forms and proportions, spacing and arrangement and a wide variety of approaches, both aesthetic and practical, to designing variations on the "standard" letter-forms. Only two different styles of design are shown in entire alphabets, however: a roman and a modern sans-serif, together with lower-case and related italics. These are models for study and the starting point for variations in design. The book is a book. There are many other books with sample alphabets available but it is difficult to refer to these as the "bibliography" is split into subject headings and each group placed at the end of the relevant section. This would be all right except that the book is designed without end headlines and it is difficult to find the end (or for that matter the beginning) of any section in order to find the relevant book list.



Aristides



The BBC2 programme on the Yorkshire Schools Band was not strictly one for Christmas. But it

the slightest pride in their craft.
Judge my surprise then when
ring at my doorbell the other
revealed three small girls, two
whom sang their way quite be-
fully through their carol while
third accompanied them on a
recorder. The whole had clu-
been carefully rehearsed. I
tell you that it gave me in re-
as much pleasure as I had got
television from the York
Schools Band.

(c) And not, as Black insists, forcedly lured, 15.KtP-K, 16.BxKt, -BxP when Black cleared the lines to his own considerable advantage.

(h) The best move for Black is 16... B-K3; but, as Tal himself says in the Russian chess journal "64", this would have been a mission that his previous B-manoeuvre was useless.

(i) If 17... KtRxB; 18.QxKt; 19.B-B4, and suddenly a part out of the blue, Black must take place. But now Tal's combination awakens.

(j) Forced: if 20... B-21.BxKRP, BxB; 22.RxB and off-hand.

(k) Tal is critical of this and says he should have 21.BxKRP, BxB; 22.QxBch 23.Q-B4, with a easy win. He also wins comfortably enough with the text move.

(l) A remarkable position instead 23... B-B4; 24.RxB, K-25.QxR, Ktcb; 26.Kt-Q5.

(m) This continuation is the best way to win in view of the number of pawns he possesses.

(n) White will play P-K7 such terrible threats as R-B6 ch B-B7.

Harry Golomb

at New Printing House Square, Gray's Inn
1978.

Harry Golom

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